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ABSTRACT

Increasingly, teachers are connecting with people in the community as part of their professional development. Community organizations provide opportunities for teachers to gain a new perspective on what students need to know to be prepared for a global economy. In addition, experiences in the community can help teachers develop integrated curricula and expand skills and knowledge in related areas. This guide describes ways for teachers to engage in workplace professional development. The guide provides a framework for planning, practical tools for implementation, and strategies to ensure that activities are beneficial to teachers, students, schools, and the community. The greatest reward of workplace professional development is the way it helps students see a connection between the classroom, the world of work, and the achievement of their goals. The guide is divided into the following sections: (1) "Introduction"; (2) "Activities"; (3) "Logistics"; (4) "Connections"; and (5) "Useful Tools." A glossary of terms relevant to work-based learning concludes the guide. Reproducible learning site analysis forms, a job shadow guide, internship forms, and general forms are also included. (BT)

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# Teachers Learning in the Community

## A Field Guide

Jerry D. Kirkpatrick

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CONNECTIONS
LINKING WORK AND LEARNING

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# Preface

All students—regardless of their postsecondary plans—learn best from teachers who possess a rich understanding of their subject matter, their community, and the changing global economy. Many teachers, schools, and school districts across the country are forming partnerships with employers to do a variety of professional development activities with community organizations. Through internships, interviews, and observations at the workplace, teachers are expanding their understanding of the skills and technologies required in a changing economy. With this fresh perspective on the world of work, they are enhancing curricula to address authentic community issues. Placed in this context, classroom instruction becomes increasingly rigorous and relevant.

Teachers say that the greatest reward of workplace professional development is the way it helps students see a connection between the classroom, the world of work, and the achievement of their goals. As a result, their interest in learning rises. Teachers can help students make this connection by drawing from their experiences at a workplace and infusing classroom instruction with community issues.

NWREL has a 30-year track record of providing research and development services that address the needs of children, youth, and adults. Although governed by a board of directors drawn from Alaska, Idaho, Montana, Oregon, and Washington, the Laboratory's leadership activities extend nationwide.

NWREL's Education and Work Program serves local and state organizations committed to building systems that serve all persons on their life and career journeys. The program has been a leader in school-to-work and educational reform for nearly 30 years. Its staff of professional educators has worked with organizations throughout the Northwest and the nation to develop innovative educational programs in such areas as work-learning integration, assessment, career guidance, and school-business partnerships.

Northwest Regional
Educational Laboratory

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- *Mentor and Teacher Responses*, Business-Education Compact of Washington County (OR)
- "Summer Means Work for Some Clayton County Teachers," Clayton County Public Schools News Release (GA)
- *HP E-mail Mentor Program*, Hewlett-Packard (CO)
- "Career Infusion," an article by Stacy Goodman for the Issaquah Press (WA)
- *Effective Professional Development: A Guide for Youth Apprenticeship and Work-Based Learning Programs*, Jobs for the Future (MA)
- *Teacher/Counselor Internships in Business and Industry*, Lane County Education Service District (OR)
- *What Work Requires of Schools: A SCANS Report for America 2000*, Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor: Washington, DC.
- *Workforce 2000 II: Intern Handbook*, Linn-Benton Education Service District (OR)
- *Business and Industry Internship* (Teacher & Employer Information Guides), Mt. Hood Community College (OR)
- *Local Employer Showcase*, New York State School-to-Work/Capital District Partnership Web site (NY)
- *Workplace Applications*, South King County Tech Prep Consortium (WA)
- *Developing Teacher Internships*, Wayne State University (WI)

teachers
learning in the community

# introduction

**Increasingly, teachers are connecting with people in the community as part of their professional development. Community organizations provide valuable opportunities for classroom teachers to gain a fresh perspective on what students need to know to be prepared for a global economy. In addition, experiences in the community can help teachers develop integrated curricula and expand skills and knowledge in related areas. This guide describes a variety of ways for teachers to engage in workplace professional development. It provides a framework for planning, includes practical tools for implementation, and outlines strategies to ensure that all activities are beneficial to teachers, students, schools, and communities.**

"The more I talked to people at this work site, the more I realized that the qualities that contribute to success are the same in school as in life. Only the application is different. Both teachers and employers look for critical thinking, problem solving, independent work habits, and responsibility."

–High School Math Teacher

## What is workplace professional development?

Workplace professional development expands teachers' understanding of how academic and technical skills are applied in jobs and careers, and helps them enhance their curriculum so that it is relevant to the global economy. Workplaces in the community—such as social service agencies, nonprofit organizations, government offices, businesses, industries, and labor unions—are rich resources for connecting learning in school with the world outside the classroom. Classroom instruction that is flexible enough to accommodate a variety of academic interests and occupational applications enables teachers to reach *all* students.

"Through my internship at a utility district, I saw the real connections between education and employment and job advancement. I saw the hiring process in action. It was an eye opener! Back in my own classroom, I feel like I have more credibility because of my experience."

– Business Education Teacher

## What are the benefits of workplace professional development?

Teachers, employers, and students all need a forum to develop and share their visions of education. That conversation can begin during workplace professional development activities.

- **Teachers** participating in workplace professional development have an opportunity to refine their craft and learn new skills. Learning at workplaces in the community enables teachers to interact and problem-solve with people from professional circles outside of education. By working and exchanging ideas with professionals in the community, teachers can make connections to the world of work that help them enhance and develop curricula. Studies show that students become more actively engaged in learning when subjects are taught in a context that is relevant to their current lives and future aspirations. Teachers who gain insight into the world of work can provide their students with that context.

  In addition to the intrinsic benefits of workplace professional development, some districts offer credits and stipends to participating teachers. Working with local postsecondary institutions, teachers often receive graduate credit or credit toward certification. Stipends are generally offered when teachers participate in professional development activities during the summer. Some organizations hire teachers in the summer to assist with specific projects. Others conduct tours and trainings for teachers in their specific fields. The amount of the stipend depends on the scope of the workplace development activities and the availability of funds from the school, district, organization, and/or community.

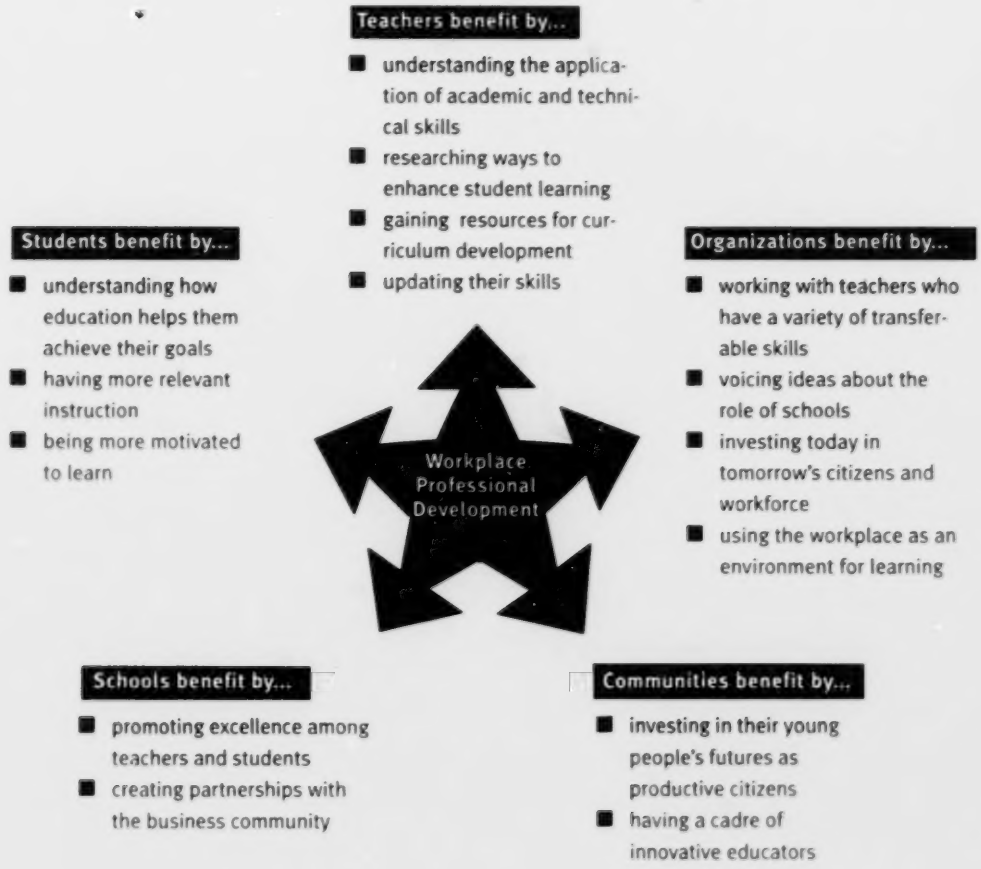
- **Students** often ask, "Why do I have to learn this?" This simple question can be one of the most difficult to answer. Students are more likely to stay interested and engaged in school if they can see how learning is relevant to their lives. When teachers enhance their curriculum so that it reflects the

realities of the workplace, students often discover a new interest in subjects that previously seemed irrelevant. Those students who have never fully understood the important role of education in their lives come to appreciate it as a powerful tool for planning their futures and realizing their goals.

- **People in the community** participating in professional development activities have a chance to discuss with teachers the role of schools in preparing young people for the future. This collaboration provides an opportunity to invest today in the workforce of tomorrow. Some professional development activities, such as internships, involve teachers working on projects that contribute to the productivity of the organization. Teachers bring to the workplace a variety of

"I've done job shadows at a grocery store, a job skills center, and a museum. These experiences have become an integral part of my learning process."

–Reading Specialist


Teachers benefit by...
understanding the application of academic and technical skills
researching ways to enhance student learning
gaining resources for curriculum development
updating their skills
Students benefit by...
understanding how education helps them achieve their goals
having more relevant instruction
being more motivated to learn
Workplace Professional Development
Organizations benefit by...
working with teachers who have a variety of transferable skills
voicing ideas about the role of schools
investing today in tomorrow's citizens and workforce
using the workplace as an environment for learning
Schools benefit by...
promoting excellence among teachers and students
creating partnerships with the business community
Communities benefit by...
investing in their young people's futures as productive citizens
having a cadre of innovative educators

"When my teacher introduced this physics project, she said we would get to be inventors. She told us that she had done this project herself during the summer. It took me a week to believe her. But there's no faking a rocket. It works or it doesn't. I realized that the more I knew about aerodynamics, the farther my rocket flew. When guys from the Army came to test my model, I did feel like an inventor."

–High School Student

skills. At school, they instruct and supervise students, set learning objectives, plan lessons, and resolve conflicts. These responsibilities require strong communication, leadership, organization, evaluation, and creative skills—skills employers value.

- **Schools** benefit because workplace professional development facilitates growth, both for teachers and students. Because of their experiences, teachers are able to increase the rigor and relevance of their curriculum, which further challenges and inspires their students. For schools whose state and/or district educational standards include frameworks such as the Secretary's Commission on Achieving Necessary Skills (SCANS) or "all aspects of the industry" (AAI), professional development in the community offers teachers hands-on training to effectively implement such mandates. (See the *Glossary* for a full description of these terms.) When teachers work with people in the community, they often form lasting partnerships that result in guest speakers, shared projects, and increased support for the school.

- **Communities** benefit because, as the result of partnerships between schools and workplaces, the young people are better prepared to be productive citizens and workers. Every community is strengthened by investing in its youth.

## What is in this guide?

This guide is divided into five sections:

- The **Activities** section describes four approaches to workplace professional development: learning site analysis, job shadow, internship, and telementoring. This section is designed to help coordinators and teachers structure their learning. The four activities discussed in this section can be used and adapted according to the needs of the school.

- The **Logistics** section describes key issues essential to planning and implementing professional development in the community, such as recruiting partners, balancing schedules, and recordkeeping. This section is targeted to the person(s) responsible for coordinating professional development

activities. The coordination process may involve staff from schools and/or intermediary organizations.

- The **Connections** section discusses ways teachers can integrate what they learn at workplaces in the community with what they teach in the classroom. This section offers strategies for, and examples of, curriculum integration.
- The **Useful Tools** section includes copies of forms and other materials to structure and manage workplace professional development. Camera-ready copies of these tools (suitable for duplicating) are included with this guide.
- The **Glossary** section defines key terms used throughout this guide, as well as others relevant to professional development.

## Who should use this guide?

This guide is a flexible resource with information useful for teachers coordinating or participating in workplace professional development. It offers innovative ideas for planning, implementation, reflection, and curriculum integration. How you use this guide will depend on the role you play in making workplace professional development happen in your community. While administrators and counselors may also engage in workplace development, this particular guide is aimed at classroom teachers.

## What is not in this guide?

This guide suggests four specific workplace professional development activities for teachers, but it does not address all of the associated challenges and opportunities. Because each school and community will approach workplace professional development in a way that best suits its own goals and interests, this guide does not address specific questions related to the policies, practices, and priorities that will differ in every school and community.

C

community

"I went to several workplaces and got many ideas on how to use the concept of jobs in my classroom. My sixth-grade students brainstormed a list of jobs they could do in the school. I then posted those job descriptions. Every student applied for at least one position. With parent and community volunteers, I interviewed students and helped select applicants. My students take their duties seriously and they make positive contributions to the school."

-Middle School Teacher

CHALLENGES TO CONSIDER

- Liability issues
- Coordination
- Graduate credit
- Funding

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"I believe that good teachers and strong curricula can be supported, not replaced, by technology. My company wants to create situations where teachers learn how technology can help them achieve their goals."

- Computer Industry Leader

More comprehensive information on specific topics covered in this guide (such as employer recruitment, job shadow, and learning site analysis) can be found in other products in the *Connections* series. See the inside back cover for a list of titles.

## A note on the language

Throughout this guide the phrase "workplace professional development" refers to structured activities teachers do while engaged in workplaces in the community. In the context of this guide, the term "workplace" refers to locations outside of the school building where teachers can practice, observe, and discuss the variety of skills used in a wide range of jobs and careers. The locations can range from nonprofit art agencies to high-tech industries, and can include any site in the community where work is being done.

teachers
learning in the community

# activities

**Workplace professional development activities vary with the resources, priorities, and interests of teachers, schools, and communities. Four typical workplace professional development activities—*learning site analysis, job shadow, internship,* and *telementoring*—are discussed in this section. These activities represent a handful of the many ways teachers can learn in the community.**

**Although both teachers and professional development coordinators are the intended audience of this section, "you" refers to teachers.**

## Workplace Professional Development

| Learning Site Analysis | Job Shadow | Internship | Telementoring (Electronic Communication) |
|---|---|---|---|
| 45- to 60-minute structured conversation between a teacher and an employer about the skills required at a workplace and the application of academics at the worksite | 3- to 8-hour experience during which teachers interview employers and observe employees while they perform their daily routines, the purpose of which is to gain insight into the skills used in the world of work | 2- to 12-week experience during which a teacher completes a project or collection of tasks at a workplace and produces an action plan for curriculum enhancement | An ongoing electronic mail relationship between a teacher and an employer, the purpose of which is to explore the connections between school and work, and to develop integrated projects and curriculum |

# Learning Site Analysis

## What is learning site analysis?

Learning site analysis is a structured conversation between you and your community contact about the academic and technical skills required on the job, the characteristics of the organization, and the potential opportunities for you and your students to learn at this workplace. It can also be used as a tool to gather information as the first step of any work-based activity.

## What is the purpose of learning site analysis?

This meeting provides you with an opportunity to converse with a professional in the community to identify the skills required at the workplace. During a learning site analysis you can collect comprehensive information about your contact's job and workplace environment that can be integrated into curriculum. Ideally you will be able to share ideas about making learning more relevant to students' lives and the world of work.

"At first I was nervous asking all the questions, but I found that people really like talking about themselves. I think the managers and front-line workers I talked to were flattered that someone would want to know about what they do. Our conversations seemed to deepen their understanding of their abilities. I truly believe that each person I spoke with learned something new about themselves and their work because of our discussion."

–Elementary School Teacher

## How do you do a learning site analysis?

The *Learning Site Analysis Form* (*LSAF*) was designed to help teachers structure and document a conversation about learning in the community. The *LSAF* is a set of 25 questions that take roughly an hour to discuss. Both a blank and a completed copy are included in the Useful Tools section of this guide. Learning site analysis should be done in person at the workplace. While it may be possible to complete an *LSAF* by phone, face-to-face interaction is an essential aspect of the process because it facilitates a free-flowing conversation and helps to build a relationship. By talking in person, products can be shown and processes can be demonstrated. You can also observe the environment and identify activities students can do in that context. Some districts have invited representatives from different organizations to participate in an *LSAF* as part of a faculty inservice session.

## What are the *LSAF* questions?

The questions on the *LSAF* are divided into three sections: *Your Job*, *The Workplace*, and *Learning on Site*. Below is a summary of the questions in each section.

- ***Your Job***, the first section of the *LSAF*, consists of 13 questions focusing on the specific skills and activities associated with a particular job. These questions are based on the Secretary's Commission for Achieving Necessary Skills (SCANS). SCANS identifies foundation skills (basic skills, thinking skills, and personal qualities) and competencies (ability to use resources, interpersonal skills, information, systems, and technology) essential for successful job performance. The questions in this section and throughout the *LSAF* are jargon-free, making abstract concepts such as SCANS easy to understand and discuss. Probe questions and examples, which are printed in the margins of the *LSAF*, facilitate further discussion.

Part 1—Your Job

The purpose of these questions is to paint a detailed picture of the skills and activities associated with the job.

1) Describe your work environment.

2) What is a typical day at work like?

The purpose of the first section of the *LSAF* is to encourage your community contact to talk about the requirements, routines, and interactions that define his or her work. The first three questions build a "big picture" of the work environment by focusing on the routine of a typical day and the most important responsibilities of the job. The next eight questions highlight the specific skills required by the job, such as the ability to work independently, use specialized tools and materials, resolve conflicts, and listen to customers. These eight questions also explore the different ways of acquiring these skills. Finally, the last two questions in the section focus on ways to improve job efficiency and to forecast future changes in the field. These two questions require reflection on the nature of work today and the ways in which it is changing.

- ***The Workplace***, the second section of the *LSAF*, is made up of five questions that probe the characteristics and



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**FOR MORE DETAILS** on AAI, see page 151 of the *Glossary*.

atmosphere of the workplace. The questions in this section are based on "all aspects of the industry" (AAI), which emphasizes eight broad, transferable concepts (planning; management; finance; underlying principles of technology; labor issues; community issues; technical and production skills; and health, safety, and environmental issues) common to any organization, industry, or business. The purpose of this section is for you to look at the job in the broader context of the workplace and the community by examining relevant policies, decisionmaking processes, technology, and organizational structures.

- *Learning on Site* is the third section of the *LSAF.* The seven questions in this section are designed to stimulate ideas for activities or projects students can do at the workplace to learn and practice academic, technical, and employability skills. These questions can be used to generate ideas to connect school and workplace learning. Specifically, they focus on ways to apply mathematics, science, reading, writing, social studies, and art at the workplace.

## What are the roles and responsibilities?

The learning site analysis is a straightforward process. To avoid confusion, however, and focus the conversation, both parties involved need to understand their roles and responsibilities.

- **The teacher is responsible for:**
  - Initiating the activity and arranging a time to meet
  - Sending an advance copy of the *LSAF* to the community contact
  - Being familiar with the *LSAF* questions
  - Being an active listener and note taker during the learning site analysis process
  - Facilitating the conversation so it stays focused and does not take longer than an hour

- **The community contact is responsible for:**
  - Agreeing on a time to talk for an hour
  - Reviewing a copy of the *LSAF* in advance
  - Answering questions thoughtfully and with detail
  - Demonstrating or showing examples of work or ideas whenever possible

## Additional considerations

When it is not possible for you to go into the community to do a learning site analysis, coordinators can arrange for groups of professionals in the community and teachers to meet at the school. While this does not give you the benefit of observing the workplace environment, it still allows the one-on-one interaction that facilitates an indepth conversation. One advantage of having group meetings is that it overcomes many of the scheduling conflicts that may make it difficult for teachers to leave the school building or take time during the day to do professional development.

Some educators are reluctant to ask other adults in the community to spend an hour talking about their work, viewing it as an interruption that will affect productivity and the "bottom line." In most instances, however, working adults are more than happy to talk with educators about their work and professional interests. Experience with the *Learning Site Analysis Form* shows that people like to talk about their work so much that the teacher must be a skillful conversation facilitator to limit the conversation from going on too long.

**FOR MORE INFORMATION** on learning site analysis, see the *Learning Site Analysis Form* (*LSAF*), another product in the *Connections* series. This product includes detailed descriptions of each *LSAF* question, tips for effective conversations, and four completed sample *LSAF*s. Ordering information can be found on the inside back cover. Additional information about the *LSAF* is in the *Useful Tools* section of this guide.

# Job Shadow

## What is a job shadow?

A job shadow is a workplace experience (typically three to eight hours) during which a teacher (or group of teachers) spends time with a person in the community observing daily activities and asking questions about the job, organization, and industry.

## What is the purpose of a job shadow?

A job shadow can help you:

- Generate ideas for integrating workplace experiences with school instruction and career-related activities
- Develop partnerships between your school and organizations in your community
- Facilitate an exchange of ideas about the ways in which school and work are related
- Combine the resources and skills of schools and organizations in order to provide relevant, rigorous educational experiences for young people

"I was always intrigued by the sculptor's studio in my neighborhood. Having the chance to talk with the artist gave me great ideas for my chemistry class. I have my students visit his studio now, too. They inventory the materials he uses and then examine and explain how specific chemicals are used to create certain artistic effects."

–High School Science Teacher

## How do you do a job shadow?

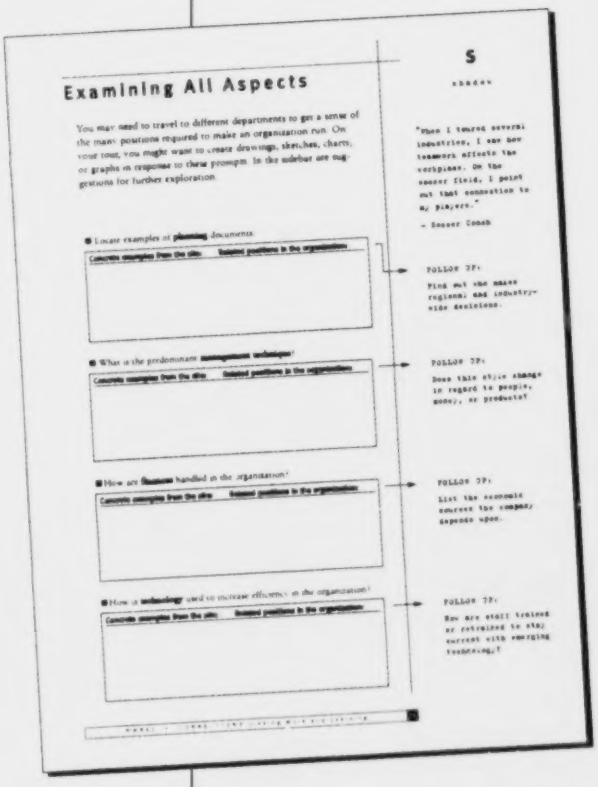
The *Job Shadow Guide for Teachers* consists of activities that are done before, during, and after the experience at the workplace. A blank and a completed copy are located in the *Useful Tools* section of this guide, and a photocopy-ready version is included in the shrink-wrapped material that accompanies this guide.

**Before** arriving at the workplace, complete the first three activities—*Planning*, *Envisioning*, and *Imagining*. These are designed to focus your expectations.

- ***Planning*** is a checklist summarizing the steps in the job shadow process.
- ***Envisioning*** suggests ways to prepare for the experience.
- ***Imagining*** stimulates thinking about communication between schools and community organizations.

**During** the job shadow, you will be busy asking questions, making observations, taking notes, and requesting materials about the organization. *Interviewing*, *Examining*, and *Collecting* are designed to help you learn as much as possible during the job shadow about the knowledge and skills needed to make the workplace successful.

- ***Interviewing*** includes a list of questions that help frame your conversation. These questions are based on the Secretary's Commission on Achieving Necessary Skills (SCANS), which identifies the skills and competencies essential for successful job performance.
- ***Examining All Aspects*** is a second set of questions based on "all aspects of the industry" (AAI), a framework for understanding the eight elements (planning; management; finance; underlying principles of technology; labor issues; community issues; technical and production skills; and health, safety, and environmental issues) common to every industry. These questions can help increase understanding of the various layers of organization and production that define the workplace.
- *Collecting* lists different types of materials to request or collect as you tour the workplace. Items such as mission statements, brochures, annual reports, catalogs, and publications are useful reference materials when integrating the job shadow experience with your curriculum.


Examining All Aspects

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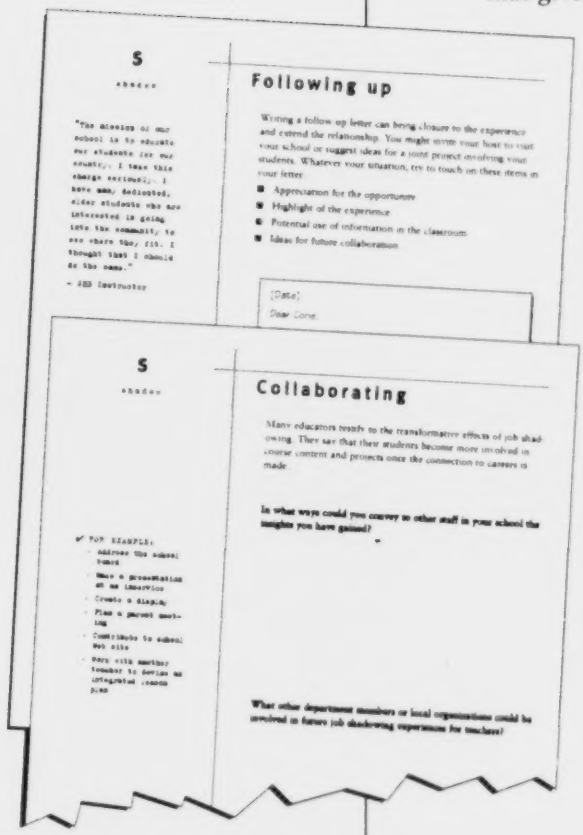
**After** the job shadow is complete, take time to consider how the experience can be incorporated in the classroom. The final section of the job shadow guide includes four activities—*Following Up, Reflecting and Assessing, Applying*, and *Collaborating*—that give closure to the job shadow.




- ***Following Up*** suggests topics to include in a letter. Use this opportunity to propose future collaboration with the community organization on projects that integrate learning at school and work.

- ***Reflecting and Assessing*** provides a form for recording observations. Complete this activity immediately following the job shadow while impressions of the workplace are fresh in your mind. This form can be shared with other school employees when planning future workplace activities.

- ***Applying*** consists of questions and prompts to stimulate your thinking about the influence your job shadow might have on your classroom. This activity can help you fine-tune ideas about ways the job shadow experience can be used to make changes in the curriculum, environment, materials, and instructional practices.

- ***Collaborating*** is the final activity in the job shadow guide. Many teachers who complete job shadows are impressed with the way in which it transforms their thinking about learning in school and its connection to the world outside of the classroom. The purpose of this final activity is to trigger ideas for sharing insights with other members of the community.

The activities in the *Job Shadow Guide for Teachers* offer a comprehensive, structured approach to learning about a workplace in a very limited period of time. The purpose of the guide is to give you a variety of lenses through which to see the skills and knowledge applied at the workplace and to provide opportunities to connect the experience to your classroom.

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## What are the roles and responsibilities?

To ensure that the job shadow experience goes smoothly, you and your community contact should come to agreement on your differing roles and responsibilities.

- **The teacher is responsible for:**
  - Confirming the job shadow date, time, and location
  - Asking questions and making careful observations
  - Adhering to all personnel and safety regulations of the workplace
  - Completing the job shadow guide
  - Writing a follow-up letter

- **The employer is responsible for:**
  - Providing a tour of the organization and helping the teacher observe and understand a typical work day
  - Answering questions thoughtfully and with detail
  - Providing access to the people and resources required to help the teacher complete the job shadow guide
  - Providing any necessary safety gear
  - Demonstrating or showing examples of work whenever possible

**FOR MORE INFORMATION** on job shadows see the *Job Shadow Guide for Students*, another product in the *Connections* series (see the inside back cover for details). Although it is intended to structure learning in the workplace for students, the *Job Shadow Guide for Students* includes valuable insights for teachers about connecting learning in the workplace with learning at school.

C

community

"I must admit I was skeptical. But I didn't realize how many businesses have extensive archives that can be used to document and interpret historical events. Going on numerous job shadows helped me to re-envision classroom projects. Next year my students will be writing the history of one of the oldest businesses in our town. I contacted the manager of a nearby bank and she has agreed to display our report once it is finished. Clearly our community is working together to increase educational opportunities for our children."

–History Teacher

## Additional considerations

In general, a job shadow takes from three to eight hours to complete. The difference of a few hours can affect the kinds of activities you can complete while at the workplace. If your job shadow experience is a short one, you may need to pick and choose those activities in the *Job Shadow Guide* that will help you collect information that best complements your curriculum.

# Internship



## What is an internship?

An internship is a workplace experience (typically two to 12 weeks) during which a teacher completes a project or series of activities to learn and practice skills and gain a broad perspective of the work of an organization. You can do an internship either during the school year or over the summer. If done during the summer, a stipend is usually offered.

"The team of teachers from my school analyzed the company's training programs and offered several suggestions to improve worker retention rates. The managers were impressed by our analysis and asked us to help them implement those changes. We ended up creating a number of career development programs for entry-level workers. This was a win-win situation. The company solved a business problem, and I learned important interview and survey skills that I'll pass on to my students. My senior class has already started an analysis of the school's retention rates. Soon they'll be interviewing other students, both in school and out, to determine the reasons for dropping out."

–Economics Teacher

## What is the purpose of an internship?

Typically, internships feature hands-on learning at a workplace, during which you can acquire and practice skills and knowledge to enhance curriculum and instruction. Most internships offer the chance to complete tasks that contribute to the productivity of the organization. The longer the internship, the greater the opportunity to exchange ideas for designing a rigorous curriculum that integrates relevant issues from the workplace with local, district, and state standards.

## How do you do an internship?

An internship experience can range from managing a long-term project to completing a short-term series of tasks. The exact requirements of your internship (e.g., objectives, project parameters, tasks to be completed, timelines) should be negotiated prior to the internship and documented in a learning agreement. The learning agreement functions as the blueprint for the experience. The specific nature of every internship varies according to the time and interests of the participants; however, most internships include the following five basic activities: a daily journal, weekly log, workplace overview, employee interview(s), and action plan. The purpose of these activities (models are included in the *Useful Tools* section) is discussed briefly on the following pages.

- The ***Daily Journal*** allows you to record observations, impressions, and insights about the internship on a day-to-day basis. The journal is a series of open-ended questions that encourage reflection. It is intended to be an informal and personal activity that allows you to record details on business practices, organizational structure, and classroom implementation ideas. Keeping a journal during the internship helps to capture and uncover insights about the workplace. It also serves as a useful record of events.

Teachers Learning in the Community

Internship Daily Journal

Reflection is an important element of the learning process. Take a moment each day to think about and record your impressions of your internship. The phrases below are suggestions to guide your reflection. Respond to some or all of them each day, or add some of your own. Use the format of your choice (i.e., notebook, computer diary) to capture your ideas.

- An insight I had today about this internship was
- Something that triggered my thinking about my own work was
- My students would be surprised to know that
- I want to learn more about
- Add your own:

- The ***Weekly Log*** is a record of skills learned each week and ways to connect them to curriculum and instruction. The weekly log is structured so that you can summarize the things you observed and did, and record the names of contacts you made. Unlike the daily journal, which is a loose collection of ideas and insights, the weekly log concisely captures specific details about the week's events.

- The ***Workplace Overview*** helps you learn about different aspects of the organization. You can gather information about the workplace by interviewing employees, collecting and reading materials from the workplace, and conducting research. The purpose of the overview is to put the internship into the broader context of the community and the local and global economies.

- The ***Employee Interview(s)*** gives you the chance to talk one-on-one with people at the workplace and learn about the range of skills required by different jobs. Ideally, you should complete several interviews with people working in different facets of the organization. If, for example, a teacher has an internship with a shoe manufacturer, discussion with employees who work on the production line, in the finance office, with the marketing group, or as part of the union may reveal the wide range of skills and knowledge required to make the business run smoothly and profitably. Through employee interviews you can gather a wealth of information about how academic and technical skills are applied at the workplace.

If you want to conduct a more extensive interview, try using the *Learning Site Analysis Form*.



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- The ***Action Plan*** is the culminating activity of the internship. You can complete it by outlining how the internship experience will influence your curriculum content and instructional strategies. Ideas from the daily journal, weekly log, workplace overview, and employee interview(s) can be incorporated in your classroom in a variety of ways: new lessons, team projects with a new twist, and community presentations, just to name a few. The possibilities are limitless.

## What are the roles and responsibilities?

A well-structured internship requires time and effort to coordinate ideas, resources, and schedules. To help ensure that the internship goes smoothly, both partners must understand their roles and responsibilities.

- **The teacher is responsible for:**
  - Working with the community contact to define the outcomes and activities
  - Adhering to personnel and safety regulations
  - Interviewing employees and making observations
  - Writing an overview of the workplace
  - Documenting the experience and designing an action plan
  - Completing an evaluation form
- **The community contact is responsible for:**
  - Working with the teacher to define outcomes and activities
  - Answering questions thoughtfully and with detail
  - Providing any necessary safety gear
  - Providing access to the people and resources necessary to complete the activities for the internship
  - Completing an evaluation form

"The teachers planned, scheduled, and completed a project that I didn't expect them to be able to finish in three weeks. They solved every problem that arose and turned in a very high-quality product. They were able to redesign our brochure to appeal to a younger audience."

–Marketing Director

"As teachers, we are often isolated in separate departments and even separate buildings. With a history and art teacher from my high school, I went on a ride-along with police in our precinct as part of my internship. This outside experience led the way for further collaboration inside the school. Working with a group of interested students and a journalist, we just finished designing and translating a brochure about community cultural events into Spanish."

– Foreign Language Teacher

## Additional considerations

While this section discusses internships in terms of individual teachers, some schools encourage teams of teachers to do internships collaboratively. Teams can consist of teachers from the same or different subject areas. Same-subject teams can use shared experiences at the workplace to collectively develop curriculum or support each other as they enhance their individual action plans. Teams made up of teachers from different subject areas have an opportunity to see the workplace from the different perspectives of their colleagues. For such groups, the internship experience is often the foundation for developing an integrated curriculum and team teaching back at school. Teachers who participate in a team internship benefit from the chance to work with colleagues in a setting outside of school.

# Telementoring



## What is telementoring?

Telementoring—electronic communication—is a one-on-one relationship conducted via electronic mail (e-mail) or emerging technologies (for example, desktop video conferencing). Using an online computer, a teacher makes "virtual" visits to a workplace. Telementoring allows both parties to explore topics of interest and share resources in a fluid, informal way.

"Telementoring is one of the most exciting ideas I've heard about in a long time. I work for several small, isolated, rural school districts where employment opportunities for students are extremely limited. Through telementoring I've seen several teachers extend their reach and broaden their students' horizons."

–Curriculum Specialist

## What is the purpose of telementoring?

The telementoring relationship fosters an ongoing dialog about ways to connect issues, problems, technologies, and innovations at the workplace with subjects in school. Through telementoring you have online access to a resource person, whose questions and feedback can facilitate the enhancement of existing curriculum or the development of new curriculum. Telementoring is particularly useful in rural communities where there is limited access to a diversity of community organizations. Connecting via e-mail is an effective and convenient way for many concerned professionals to share information about educating youth.

## How do you do telementoring?

Unlike the three previous workplace professional development activities discussed in this guide, telementoring has certain technological requirements: both parties must have easy access to electronic mail systems, and preferably full Internet capabilities. In addition to the necessary hardware, successful telementoring depends on a clear communication structure. Some essential elements to keep in mind are discussed on the following pages.



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"I have really seen an improvement in my students' writing and keyboarding skills ever since we joined an e-mail pen pal project."

-Language Arts Teacher

- **Articulate the goals for communication and the process for achieving them.** Electronic mail is a powerful tool that allows people to share ideas and information in a fast and efficient manner.

  To avoid aimless communication, partners should articulate their goals and a process for achieving them. For example, a social studies teacher and an architect might want to develop a curriculum module on the history of their city that combines research and writing skills with computer drafting and modeling. To accomplish this they might decide to interview colleagues, conduct an Internet search, share files, and subscribe to a relevant news group.

  The way telementoring partners choose to structure their online communication depends on their interests and time. You can generate ideas based on your curriculum, or your partner can suggest ideas based on issues from the workplace. Ideally, ideas will flow in both directions. The important thing is that both partners share a basic understanding of what they are trying to achieve so that their communication is purposeful and focused.

- **Establish a schedule for communication.** Telementoring partners should try to maintain an even flow of information. It is up to both partners to make sure that responses are timely.

- **Discuss e-mail etiquette.** To ensure that messages are not perceived as inappropriate by either partner, it is worthwhile to establish a mutual understanding of e-mail "do's and don'ts." For example, what if a reply is not received on the agreed-upon date? Should a reminder message be sent? Is there a "grace period" for late messages? If so, how long should it be? Attending to potential etiquette issues at the beginning of the telementoring relationship is especially important if electronic mail is new to either partner.

- **Recognize the limitations of electronic communication.** When collaboration happens via e-mail it is impossible to capture the spontaneity and emotion that comes when people work together face to face. While there is no question that telementoring offers a unique opportunity for innovative collaboration, there are some limitations inherent in building a relationship based solely on electronic communication.

- **Respect each other's time.** For telementoring to be successful, both parties need to respect each other's time. A good rule of thumb is to include no more than two or three questions or requests in each message.
- **Be flexible.** Telementoring relationships can last for weeks, months, or even years. Over the course of this time, partners may develop a rapport that becomes more fluid and informal, while still being focused. As partners get to know one another and work successfully via e-mail, they may want to explore new directions and change the goals of their communication.

## What are the roles and responsibilities?

To facilitate an effective telementoring relationship, both partners need to understand clearly their roles and responsibilities.

- **The teacher is responsible for:**
  - Sharing a list of topics or issues of interest
  - Asking for assistance in gathering information on these topics
  - Communicating according to the established guidelines
  - Answering all e-mail messages in a timely fashion
  - Keeping a log of all communication
  - Resolving communication problems immediately
- **The telementoring partner is responsible for:**
  - Sharing ideas for connecting learning in school with the workplace
  - Suggesting ways the teacher can use the Internet as a resource for enriching curriculum and instruction
  - Communicating with the teacher according to the guidelines established in the learning agreement
  - Answering all e-mail in a timely fashion
  - Keeping a log of all communication
  - Resolving communication problems immediately

"I live in North Dakota and my teacher sends e-mail to a scientist who lives in North Carolina. He works for a company that makes medicine. We did a science experiment, and our teacher sent all our questions to that scientist. It was fun to hear his answers."

– Fourth-Grade Student

"The English teachers I correspond with send me the most amazing student work. I've been able to give them leads about magazines that publish writing by teenagers."

–Writer/Publisher

## Additional considerations

Instead of interacting one-on-one, some teachers include their students in telementoring. By sharing their e-mail correspondence with students and then working with them to compose replies, teachers let students become part of the process of connecting school with the local community. As more and more schools equip classrooms with computers that have modems and Internet capabilities, the possibilities for telementoring expand. In addition to encouraging teachers to do telementoring, some schools also pair students with their own telementors in the community.

teachers
learning in the community

# logistics

**Structuring and managing workplace professional development requires careful coordination of people, schedules, and resources. To ensure that activities are mutually beneficial to teachers and students—and ultimately to the school and the community—it is essential to address key logistical issues early in the planning process.**

**In this section, "you" refers to the person(s) from the school or community responsible for coordinating the professional development effort.**

"Research and design an elementary-level curriculum package to be used by museum personnel in working with visiting students. This package will include preliminary information for the teacher, lesson plans for museum staff, and follow-up activities for students. Educators applying must have a strong interest in art history, excellent research skills, past experience in curriculum development, and solid word-processing skills."

–Internship Job Description

## Managing workplace professional development

There are many ways to manage workplace professional development. The structure you adopt should reflect the needs and resources of your community. Successful management approaches include:

- **Using an existing intermediary organization.** The local chamber of commerce, business-education consortium, regional educational service district, Rotary Club, or other intermediary organization can be an effective agent to coordinate workplace professional development and represent the concerns of both the community and the school. Intermediary organizations typically have a combination of education, business, and community contacts, as well as a wealth of experience in creating and maintaining programs and partnerships.

  Many intermediary organizations can coordinate a communitywide effort. This is an important consideration when more than one school in a community is interested in creating partnerships with employers. Acting as a broker, an intermediary organization can balance the demand for and supply of community involvement, and ensure that the needs of all schools and workplaces are met.

"We wanted to include a component that brought the workplace experience back to pedagogy and teaching practices. We wanted teachers to be able to reflect on their experiences. We wanted them to collaborate with colleagues to develop new curricula. And we felt that a university setting could help them to connect their experiences outside and inside the classroom."

– Dean of Teacher Education

- **Creating an areawide intermediary organization.** In some urban areas, existing organizations may not be capable of managing a multischool or multidistrict interest in workplace professional development. It may be necessary to create a new organization that acts as a central managing agent. In urban settings where there is a great demand for teachers and students to have learning experiences at workplaces, a new intermediary organization may be the best approach for creating a well-managed, areawide effort.

- **Establishing a school- or district-based management structure.** It is not always necessary to use an outside organization to manage workplace professional development; some schools can tackle these responsibilities on their own. This approach generally works well in small or rural communities where individual schools are able to form partnerships with one or several businesses or organizations in the community. In such cases, an administrator, teacher, program coordinator, or combination of school staff oversees the logistics of the professional development activities.

- **Enrolling in a university internship course.** Many continuing education or education departments offer courses in workplace professional development. Faculty members plan, coordinate, and supervise workplace professional development for teachers in local businesses, community organizations, and government agencies. Typically these courses provide a theoretical framework and a forum for dialog. Participating teachers read about strategies and practices that can help guide their thinking when designing curriculum based on their experience. University internship courses also provide a framework to link professional development to local school improvement plans.

These four management structures differ in scope, but they all share an important common feature—the establishment of a single point of contact for activities. For any workplace professional development effort to be effective, a central agent needs to keep activities on track, provide consistent information, and act as a support system for teachers and professionals in the community.

## Choosing a workplace professional development activity

The four activities (learning site analysis, job shadow, internship, and telementoring) discussed in the *Activities* section of this guide illustrate different ways teachers can learn at workplaces in the community. When deciding on an activity, it is essential to consider the planning and commitment it requires, the time and resources of teachers and professionals in the community, and the goals and interests of the school and community. A successful professional development activity is one that results in a mutually beneficial experience for everyone involved. In order to achieve this goal, teachers should have the freedom to choose the organization they plan to work with. Keep in mind that different organizations can provide different experiences. Some sites will be better suited for implementing internships, and others will be more open to hosting job shadows.

"I thoroughly enjoyed working with professionals from another field. The engineers I met helped me redesign a unit on building bridges, a unit I've been teaching for 20 years. Instead of pencil and paper drawings, my students will use the computer to construct their bridges. They'll use a software program to test the strength of their design before they build it. And then the engineers will come in to evaluate and test their designs."

– Physics Teacher

## Recruiting teachers

When recruiting teachers to participate in workplace professional development, it is important to present information in a way that addresses their most pressing classroom needs. The following strategies may help you communicate with other teachers.

- **Outline the benefits.** Given the demands of their schedules and the frequency with which new school practices are introduced, teachers need to be sure that workplace professional development is worth their time. To address this concern, outline the ways in which teachers can enrich their skills, gain access to new resources for curriculum and instruction, integrate what they learn at the workplace in the classroom, and raise the level of student interest in learning. In addition, mention that further involvement with the community may help their school achieve improvement goals and raise academic achievement.



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"I learned what math and science instruction is like today at the junior high and high school levels, what teachers are looking for in curriculum enhancements, and how my organization can make further contributions in this area. In addition, I saw my company move from passive to active support of neighborhood schools. Instead of writing checks for new uniforms, staff members began to participate in school projects."

–Chemist

- **Find teachers in the school who are willing to champion the effort.** Encourage teachers who have had successful workplace professional development experiences to speak to their colleagues—in both formal and informal settings—about the value of learning in the community. If no one in the school has yet participated in such activities, enlist the help of teachers from other schools who have. It is important for teachers to hear from colleagues who share an understanding of the rigors of the teaching profession and who can personally attest to the benefits of workplace professional development.
- **Begin with a cadre of volunteers.** Instead of making participation in workplace professional development mandatory, start with volunteers. Even if only a few teachers choose to participate, they will form a strong corps of advocates for recruiting their peers in the future.
- **Encourage a team of teachers to participate.** Working in teams, teachers can provide valuable support and feedback to each other. A team approach provides teachers with a network in their building to help integrate their experiences into their school's instructional strategies.
- **Build on success.** Teachers can participate in a variety of professional development activities at workplaces. Some may want to begin with an activity that requires a minimum of time and preparation, while others will prefer a more lengthy experience. It is important to respect teachers' level of comfort with different types of activities.

## Recruiting community partners

To establish workplace professional development opportunities, it is naturally necessary to recruit partners in the community. When planning your recruitment approach, choose from the following basic strategies.

- **Use existing contacts to create and expand a network of partners.** The best place to start is with the people you already know. Begin with the contacts—formal or

informal, professional or personal—you already have with local organizations. Ask these contacts for referrals to other professionals who may be willing to form a partnership with the school.

- **Find supporters in the community.** One of the most effective recruiting strategies is to find people in organizations that support workplace professional development and are eager to promote the concept to their peers. People are often more convinced by people from their own field who speak their language.

- **Use an intermediary.** Seek out organizations that have connections to the business community and can leverage support. Intermediary organizations such as chambers of commerce, small business development centers, labor unions, professional organizations, business-education consortia, and trade or industry associations can furnish membership lists. They can also provide a forum for ideas by including workplace professional development on the agenda of meetings.

- **Target recruitment efforts.** Creating a network of workplace learning sites requires making connections with a broad cross-section of the community. Some characteristics of likely candidates include those who have prior involvement in school partnerships, demonstrate leadership in community affairs, express a need for better-skilled workers, and show commitment to training and lifelong learning.

- **Stress the importance of partnership.** When recruiting organizations, keep in mind that you are asking them to provide a service to the school and to help shape the way teachers think about work, education, and preparing young people for the future. Stress short- and long-term benefits of workplace learning for the school, the organization, and the community. Community contacts could also be invited to participate in related school activities such as guest teaching a class or brainstorming ways curriculum can reflect workplace realities.

**FOR MORE INFORMATION** on recruitment strategies, see the *Employer Recruitment and Orientation Guide*, another product in the *Connections* series (see the inside back cover). Although it focuses on how to involve employers in providing work-based learning experiences for students, the *Guide* also includes useful information for establishing learning opportunities in the workplace for teachers.

Regardless of the strategies you use to build a network of partners in the community, it is essential to present clearly the purpose and benefits of workplace professional development. Take into consideration the organizations' interests and motivation for getting involved and try to anticipate their questions and concerns.

## Matching teachers and worksites

Most teachers prefer placements in a field related to their subject area. Similarly, employers in community organizations usually prefer working with teachers whose technical skills or experience relates to their work, business, or industry. These preferences, however, should not be limiting factors.

Whether teachers are matched with professionals in the community or make their own contacts depends on how the professional development effort is managed. Some schools and intermediary organizations prefer that teachers arrange their own placements because they have the best knowledge of their interests and schedules. Others, however, prefer to systematically find placements for teachers to ensure that organizations in the community are not inundated with individual requests. The best approach is the one that is tailored to the school(s), employer(s), and intermediary organization(s) involved.

"The teacher I met with asked good questions and learned concepts quickly. I think she is going back to her class with a better understanding of how to structure architectural projects. I plan to visit her class when they finish drafting the blueprints for their dream houses. I'm looking forward to seeing their designs."

– Architect

## Balancing schedules

Because teachers and employers have demanding and sometimes inflexible schedules, perhaps the most critical logistical issue associated with workplace professional development is finding the time to do it. Consider the following options:

- **Release time.** Release time allows teachers to participate in professional development activities during the school year. While substitutes can fill in for teachers, some schools may not have the resources for this additional

expense. In addition, some teachers may be reluctant to leave the classroom because of the responsibility they feel for their students. One alternative to hiring substitutes is to establish "teaching teams," where groups of teachers work together in classes and cover for each other when one is released for professional development activities.

- **Inservice days.** Inservice days are ideal times for workplace professional development. These pre-scheduled blocks of time are intended for teachers to build new skills. Because they are already designated as "student-free" time, there is no need to hire substitutes. Your district may already have a commitment to workplace professional development. If not, you might want to advocate within your district to institute this policy.

- **Summer break.** During the summer break, many teachers participate in workplace professional development. Depending on the type of workplace learning, teachers can receive stipends for their work with community organizations. In the ideal partnership, funds from the district and the participating organization are pooled to pay the stipend.

Professionals in the community also have to make room in their schedules. They need to find openings in work cycles—periods during the day, week, or year when it is convenient to host a teacher at the site. Finding time that is mutually convenient for teachers and employers can be a challenge, but it is not a barrier. Be sure to give organizations enough lead time to accommodate requests.

"Use geographic proximity to build relationships. If your school sits right next to a retirement home, explore the connections between the two sites!"

—Teacher Internship Coordinator

## Orienting participants

Before beginning a workplace professional development activity, all partners should participate in a joint orientation session to clarify expectations and define goals. This not only saves time, but it ensures that both groups hear the same message and helps establish a sense of partnership. Preparing an orientation requires advance planning and coordination of schedules. (Early morning, before the start of the school and the



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work day, is often a good time.) Essential orientation agenda items include:

- **Describing the activity.** Be clear about the purposes and goals of the professional development activity. The goals for a job shadow can be quite different from the goals of a telementoring relationship. Also explain any relevant procedures such as negotiating a project, receiving graduate credit, and evaluating the activity.
- **Defining roles and responsibilities.** Review what is expected of each partner. Go over the learning agreement and emphasize the importance of partners fulfilling their agreed-upon responsibilities.
- **Preparing an information packet.** It is always helpful to provide written materials. The information packet should include an overview of the workplace professional development activity, a description of roles and responsibilities, a copy of the learning agreement, an evaluation form, specific information about the workplace and the school, and the names and phone numbers of contact people at the school, workplace, and/or intermediary organization.
- **Allowing time for questions and discussion.** Include a general question-and-answer period during your orientation. The orientation can also provide an opportunity for teachers and employers to begin to exchange ideas. Also plan a smaller "meet and greet" activity that lets teachers and employers ask each other questions and begin to get to know each other.

"Take it from someone who has been in the trenches, it is essential to talk about the specifics of the site. Teachers need to know what dress will be expected as well as where to park. Employers, in turn, need to orient all employees who may be affected by the teacher's visit."

–High School Administrator

## Providing follow-up support

Teachers need opportunities to reflect on their experience, share ideas with colleagues, work individually or as part of a team to refine curricula, and maintain contact with employers. For workplace professional development to have real meaning and lasting impact, the leadership of the school and/or district needs to acknowledge that follow-up support plays a critical role.

Teachers' activities at the workplace should be part of a comprehensive professional development plan in the school or district. One approach adopted in some communities is to involve teachers in a series of workplace experiences over several years. In conjunction with learning at the workplace, supplementary training is provided in related areas such as integrated curriculum and project-based learning. The purpose is to give teachers the time and tools needed to explore, analyze, develop, test, and refine their curriculum and instruction. It may not be feasible to build a complex workplace professional development effort in your community. However, it is important to acknowledge that while learning at the workplace is an eye-opening experience for teachers, it may not be enough in itself to effect change without providing teachers additional support.

**FOLLOW-UP SUPPORT IDEAS:**

- Plan a debriefing meeting at the worksite.
- Schedule brown bag lunch sessions during the regular school year for participating teachers to share ideas.
- Negotiate release time for teachers to plan how to integrate workplace knowledge and classroom practice.
- Give teachers a forum for presenting their ideas and sharing their experiences. Invite them to talk about their experiences at conferences or encourage them to contribute to web sites.

## Keeping records

Smooth implementation of workplace professional development requires careful recordkeeping. Keeping track of details (such as when teachers are at which organizations doing what kinds of activities) helps both in implementation and documentation of your program. Included in the *Useful Tools* section of this guide are six general recordkeeping forms: an application for teachers, a participation form for community contacts, a learning agreement, an evaluation form for teachers, an evaluation form for community contacts, and a workplace assessment for student learning. These forms can be used to help document any or all workplace professional development activities.

- **Application for teachers.** The first section of the teacher application focuses on general information (e.g., name and address of school, subject area, and prior participation in workplace professional development). The second section deals with finding a community site for the professional development activity.



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"My local business-education consortium was able to help me find an expert who was willing to help me teach a particularly difficult lesson in my microelectronics class."

-Electronics Teacher

- **Participation form for community contacts.** General information can be collected on this form about the organization. The community contact is asked to specify the professional development activity in which he or she would prefer to participate. The four activities described in this guide (learning site analysis, job shadow, internship, and telementoring) are listed on the form. Space is also provided to write in additional activities.

- **Learning agreement.** The purpose of the learning agreement is to capture in writing the responsibilities of the participating teacher and community contact, and the details of the professional development activity.

- **Evaluation form for teachers.** The evaluation questions focus on whether the professional development activity was well-structured and if it met the teacher's expectations. Gathering this kind of information can be instrumental in improving and expanding workplace professional development opportunities in the future.

- **Evaluation form for community contacts.** This form is designed to get feedback from people in the community about the quality of the experience. An organization or individual's willingness to participate in professional development activities in the future can be indicated on this form.

- **Evaluation assessment for student learning.** This form is designed to evaluate whether or not a workplace is suitable for students' job shadows, telementoring, or internships.

## Meeting challenges

Organizing, structuring, and managing workplace professional development is a complex process. No matter how professional development is coordinated—whether through an intermediary organization or the school—it is often helpful to create a representative advisory group to help solve problems, and evaluate and publicize the effort. This group

can be an ad hoc team that addresses specific issues or one that meets on a regular basis to help keep activities on track.

Communities across the country that have successfully created partnerships between teachers and employers demonstrate that workplace professional development is do-able, effective, and invigorating. The best strategy is to keep plans flexible and tailor activities to the specific needs and interests of participants.

"For years I had asked community leaders, businesspeople, and manufacturers to speak to kids at career fairs and in my classroom. Then all of a sudden I had the opportunity to go out to do an internship. That first morning I thought, What am I going to wear? Where will I eat lunch? Then I decided to approach it from a human relations slant. I vowed to take back my experience to the kids and talk about how they might feel as a new employee and how they should prepare themselves."

–Social Studies Teacher

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teachers
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connections

**Workplace professional development has lasting meaning when teachers use their experiences to enhance and create rigorous and relevant curricula. This section discusses strategies for incorporating workplace professional development in the classroom and engaging students as active learners.**

**In this section, "you" refers to teachers.**

## Writing an action plan

An action plan outlines strategies to integrate workplace professional development with classroom instruction; it helps analyze, organize, and describe your ideas. In this guide we have discussed action planning as an integral part of an internship (see page 23); however, it can be an effective process regardless of the workplace professional development activity you complete. A sample action plan can be found on page 133.

"When students ask how they will use their math, reading, history, science, or grammar lessons in their future careers, our teachers will be able to give them concrete answers."

–Staff Development Director

## Putting learning in a real-world context

Part of your workplace professional development involves seeing, hearing, and discussing the skills and knowledge required by a variety of jobs. This information you glean is a valuable resource for connecting the subjects you teach to meaningful community issues and careers. Many teachers incorporate aspects of their workplace experience—such as anecdotes, materials, products samples, quotes, and scenarios—into lessons. One way to maintain rigorous academic standards while utilizing real-world applications is by using common themes that connect your subject matter to situations encountered in the workplace. Consider the example of a math

teacher who completed a learning site analysis with the manager of a fast-food restaurant. The hour-long conversation revealed that managing the restaurant requires a lot more than flipping hamburgers. Among the many skills the manager needs, mathematics are essential for calculating budgets, ordering supplies, and explaining pay scales and benefits to new employees. To put a unit on percentages in a real-world context, the math teacher had students calculate the relative loss and gain of a restaurant's revenue if (1) the wholesale price of fresh tomatoes went down, (2) a mandatory training program required paying all employees eight hours of overtime, and (3) a new seating arrangement could accommodate 15 more customers. The teacher distributed actual wholesale price lists, order forms, salary charts, and a business profile she had collected from the restaurant for the students to use as resources for the unit. As a final exercise, the math teacher had students propose ideas for making the restaurant more profitable while still maintaining a high quality of service. Thinking like entrepreneurs, students' proposals had to be backed up with mathematical data expressed in percentages.

"When we first started our mural project, I thought we were in over our heads. But my students met every challenge. Not only did they design and paint the mural, they also calculated costs, scouted locations, helped arrange transportation, and wrote press releases."

–Art Teacher

Students who want to take out a loan for college, save money to buy a car, or one day own and operate a restaurant franchise will appreciate a lesson on percentages when it is presented in the context of a real-life situation. Your professional development experience at the workplace can be a powerful supplement to the lessons you have already planned.

## Using project-based learning

Organizations often structure work in terms of short- and long-term projects. To successfully complete a project, a person or team defines, organizes, executes, refines, and evaluates the tasks necessary to achieve stated goals. Ideas and resources from your workplace experience can motivate students as they engage in rigorous, project-based learning. Begin by introducing a theme or concept that is related both to your curriculum and to your workplace professional development. Help students articulate a topic and outline a scope of work. As they

develop and carry out their ideas, provide support but let students wrestle with and resolve problems on their own.

Consider the Spanish teacher who completed a job shadow with an engineer from the local public utilities company. During the tour of the facility, the teacher inquired about the company's services for Spanish-speaking customers. The engineer explained that the information hotline was recorded in both English and Spanish and that all the company's brochures were printed in both languages. Back at school, the Spanish teacher discussed with students the importance of providing services tailored to the needs of a community and announced that customer service would be the theme of a semester-long project. Students could choose their own topic, but the project had to include written Spanish skills studied over the course of the term. Students were expected to hone their spoken skills by making oral presentations to the class about their work. Unsure of what the final results would be, the teacher was impressed with the students' efforts. One student researched how the utility company meets the needs of customers with disabilities and designed awareness posters in English and Spanish. Another studied the changing demographics of the community and created a bilingual brochure to help local businesses better accommodate the needs of a growing Latino population.

During your experience at the workplace, you will probably come up with a number of ideas that can serve as the foundation for projects. Projects related to real issues in the community often have greater meaning to students than textbook examples. Although it is challenging to structure these projects, the documentation of goals, activities, purposes, and timelines helps students maintain focus and direction as they develop the critical-thinking skills necessary to succeed in college and careers.

**FOR MORE INFORMATION** on project-based learning, see the *Integrated Workplace Learning Project*, another product in the *Connections* series (see the inside back cover for details).

## Problem-based learning

A curriculum that lets students solve real-world problems challenges them to use the full range of their abilities in ways that will serve those students later in life. Your workplace experience can be a rich source of ideas for problems that students address in class. You can collect ideas by reviewing your internship journal, learning site analysis form, job shadow guide, or telementoring correspondence log.

"During a classroom discussion on literacy my students came up with a proposal to work with a nearby daycare provider. The day care was having trouble retaining qualified staff. Much to my delight, several students in my class submitted a plan to implement an after-school story hour. Two months into the project, I am amazed by the improvement in my students' public-speaking skills. The daycare kids and staff are thrilled, too."

-English Teacher

Consider the intensive care nurse carrying on a telementoring relationship with a fine arts teacher who mentioned in an e-mail that the hospital unit was preparing to expand. The expansion included the relocation and remodeling of the intensive care unit's waiting room. The nurse stated that the hospital wanted to take advantage of the changing floor plan to update the waiting room, which had been designed several decades earlier. Naturally, a professional designer would be hired, but the nurse asked if the students would be interested in contributing ideas. With the hospital's approval, the students toured the intensive care unit and looked at plans for the redesign. They researched the effects of light, color, and music on people in stressful situations. They also documented the history of Feng Shui, the ancient Chinese study of object placement and the influence of the physical environment on people and their daily living. Based on their findings and the proposed location for the waiting room, the students designed a remodeling scheme that would create a harmonious atmosphere for people waiting to hear about the health of friends and family.

Another popular activity is for you and your community partner to identify some workplace issues and challenges students can help resolve. Young people offer fresh perspectives, insights, and innovations that can be the turning point for solving problems. Inviting them to participate in the problem-solving process demonstrates a respect for their ideas, which results in a boost in self-esteem. Students demonstrate a sense of confidence and enthusiasm when they can apply their skills and knowledge to make a real difference in people's lives. There is no greater incentive to learn.



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## Teaching in teams

People in organizations rarely work in isolation. Just as employees depend on their collective skills to complete tasks, provide services, and produce products, teaching in teams and making connections between subjects simulates the collaborative process of working and learning.

Consider the technology education teacher who completed an internship at a manufacturing firm. The focus of the internship was to help the company develop a bid for an upcoming construction job in the area. The teacher participated in planning meetings, which included engineers, finance managers, front-line operators, and labor representatives. The many members of the team had to combine their math, science, communication, planning, coordination, and facilitation skills to pull the proposal together. The teacher was impressed not only with the expertise of each team member, but also with each member's understanding of the work done by everyone else in the organization. Back at school, the technology education teacher approached colleagues in the English and mathematics departments with the idea of team teaching a class based on a theme or project that would unite the three subject areas. The team of teachers developed a course in which students had to design, produce, and market a product of interest to fellow students. The class applied math, English, and industrial arts skills to conduct market research, write a business plan, estimate costs, create advertisements, and produce prototypes. Because the technology education teacher had maintained contacts at the manufacturing firm, students were invited to tour the workplace and meet members of the company's business team to discuss their plans for producing a product at school.

Subjects are traditionally taught in isolation from each other. On the job, however, most workers use a broad mix of skills to complete even the simplest of tasks. Through team teaching, you can challenge students to stretch their abilities by completing multidisciplinary, hands-on projects. When a combination of subjects is connected to their community and their personal lives, students begin to grasp the practical meaning and application of education as a whole.

"Watching students and teachers interact with scientists, historians, and artists gave me so many ideas for the classes I'll soon be teaching. Instead of reading about cooperative learning and projects that cut across the curriculum, I saw successful examples. My perspective is wider and my understanding is deeper."

– Teacher Intern

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community

"My organization invests in its employees. We have many professional training and continuing education opportunities. But our employees don't always take advantage of company-sponsored opportunities. Last summer, we hired a group of teachers to talk about and promote these programs. Using the SCANS framework (which I had never heard of) they helped our employees see how education aligned with both skill development and advancement within the company."

–Human Resource Manager

## Applying SCANS and "All Aspects of the Industry"

Increasingly, schools across the country are adopting two frameworks for learning: the Secretary's Commission on Achieving Necessary Skills (SCANS) and "all aspects of the industry" (AAI).

The Secretary's Commission on Achieving Necessary Skills was appointed in 1991 by the Secretary of Labor to determine the skills young people need to succeed in the world of work. Their report, *What Work Requires of Schools,* outlines literacy, computational, and thinking skills necessary to put knowledge to work. In addition, the report lists the personal qualities that make for dedicated, trustworthy workers. According to SCANS, the competencies required by all jobs are the ability to identify, organize, and allocate resources; the ability to work with others as a member of a team; the ability to acquire, interpret, process, and use information; the ability to understand and monitor complex interrelationships; and the ability to work with a variety of technologies.

"All aspects of the industry" is a framework for learning that broadens students' awareness of work and the community. AAI pinpoints elements that characterize all organizations: planning; management; finance; technical and production skills; underlying principles of technology; labor; community issues; and health, safety, and environments issues. Using this framework teaches students to compare different perspectives and explore interrelationships. It provides a systems view of any job, career, organization, or industry. This knowledge can empower students to make informed decisions about their career path and allow them to see how specific jobs within a career field are interconnected.

It can be a challenge to integrate these concepts into daily lesson plans. However, the tools included in this guide will help connect AAI and SCANS with your curriculum and instruction.

Questions from the learning site analysis form, job shadow guide, and internship employee interview(s) are influenced by SCANS and AAI. Once you have collected information on the skills and aspects that define jobs and their industry during your workplace professional development activity, you can use that information as the source of ideas for projects, team teaching, problem solving, or any other strategy that helps you connect learning at the workplace with learning in school.

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# useful tools

This section includes the tools listed below to help you structure professional development experiences in your community. Each blank tool is followed by a filled-out sample. Photocopy-ready copies of all the blank tools are packaged separately for easy duplication.

**Tools:**

- *Learning Site Analysis Form*
- *Job Shadow Guide*
- *Internship forms*
- *General forms*
  - Application for teachers
  - Participation form for community contacts
  - Learning agreement
  - Evaluation form for teachers
  - Community contact evaluation form
  - Workplace assessment for student learning

# A

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## Learning Site Analysis Form

Workplace contact

Title

Organization

Address

Phone

School contact

Date

CONNECTIONS
LINKING WORK AND LEARNING

# Tips for completing the Learning Site Analysis Form

The purpose of the *Learning Site Analysis Form (LSAF)* is to identify opportunities for students to learn at a workplace and to connect that experience with learning in school.

The *LSAF* is designed to facilitate a conversation between you (a teacher or other school staff member) and the employer or employee who will be working directly with students. Through the conversation you will gain a broad understanding of how and under what conditions that person does his or her job. And together you will begin to explore different ways students can become active learners both inside and outside the classroom.

Following are tips for making the *LSAF* process go smoothly:

- Let the employer or employee see a copy of the *LSAF* before your scheduled conversation. It will save time if he or she knows what kinds of questions to expect.
- Specify how much time you will need for the meeting before you begin.
- Explain the purpose of the *LSAF*, briefly describing the benefits of students learning at the workplace.
- Before asking questions, read to the employer the directions at the beginning of each section.
- Use the examples and cue words in the margins as prompts to help the conversation run smoothly.
- Remember, this is a conversation. It is a chance to meet new people in your community and exchange ideas about new ways for students to learn.

# Part 1—Your Job

**Directions:** The purpose of these questions is to paint a detailed picture of the skills and activities associated with the job.

**1) Describe your work environment.**

**2) What is a typical day at work like?**

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✔ FOR EXAMPLE:

- Physical layout
- Work atmosphere
- Dress code
- Number of staff
- Stress level

℘ PROBE QUESTIONS:

- What hours do you work?
- What kinds of tasks do you do on a daily basis?
- What kinds of decisions do you make regularly?
- Whom do you interact with on most days?
- Do you generally deal more with people or equipment?
- Do you work independently or as part of a team?
- Can you usually work uninterrupted by meetings, phone calls, or emergencies?
- What is the "rhythm" of your day? When are things busy and when do they slow down?

**A**

analyze

# Your Job . . . cont.

3) What are the five most important responsibilities of your job?

✔ FOR EXAMPLE:

- Using tools (drill, microscope, camera)
- Using information (data analysis, teaching)
- Using technology (software design, word processing)

4) What technical skills do you need to do your job?

✔ FOR EXAMPLE:

- Listening to customers
- Being a team player
- Resolving conflict
- Communicating clearly
- Working with diverse people
- Teaching others

5) What interpersonal skills do you need to do your job?

✔ FOR EXAMPLE:

- Helping others
- Adapting to change
- Allocating resources
- Thinking creatively
- Taking a leadership role
- Improving systems
- Ttime management
- Supervising other people

6) What additional skills and/or personal qualities does your job require?

# Your Job . . . cont.

**A**

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7) **How did you acquire the skills you just identified?**

✔ FOR EXAMPLE:

- College courses
- On-the-job training
- Self-taught
- apprenticeship
- Professional development
- Trade journals
- Observation
- Vendor workshops

8) **How could you help a student learn and practice the skills you identified as important to your job in questions #4 through #6?**

PROBE QUESTIONS:

- A student cannot do your job, but what tasks (e.g., data entry, research, drafting a memo) could he or she do to help you in your work?
- What hands-on activities could a student do to get a flavor for your job?

9) **Describe a recent problem on the job and how you solved it.**

PROBE QUESTIONS:

- How did you discover the problem?
- How did you handle it?
- Who else was involved in solving the problem?
- What was the outcome?
- How will you ensure the problem does not recur?

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## Your Job . . . cont.

PROBE QUESTIONS:

- Is your job harder if other people don't do their jobs well?
- Do other people rely on your doing your work well?

**10) How is your work interdependent with that of others in your organization?**

✔ FOR EXAMPLE:

- Customer opinions
- Stock market trends
- World news
- New technologies
- Sales figures

**11) What kinds of information do you need to use, analyze, and/or stay up-to-date on to do your job effectively?**

✔ FOR EXAMPLE:

- Resolving an issue in your field or business
- Using different equipment
- Rethinking a process
- Getting more training

**12) What would improve the efficiency of your job?**

✔ FOR EXAMPLE:

- New technology introduced
- More education required
- New skills necessary
- Greater competition in the worldwide marketplace
- More opportunities with an expanded demand for products and services

**13) How do you think your job will change over the next 10 years? Why?**

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# Part 2 — The Workplace

**A**

analyze

**Directions:** The purpose of these questions is to find out about the workplace environment.

**14) What are the health and safety issues at the workplace?**

✔ FOR EXAMPLE:

- Smoking policy
- Drug testing
- Labor law age restrictions
- Special clothes (smock, uniform, safety shoes)
- Special gear (gloves, goggles, hard hat)

**15) What technology and special tools are used by you and others at the workplace?**

✔ FOR EXAMPLE:

- Computers
- Hand tools
- Lasers
- Scales
- Fax machines
- Marker boards/flip charts
- Cellular phones
- Photocopiers
- Medical instruments
- Calculators

**16) What written materials are used at the workplace?**

✔ FOR EXAMPLE:

- Purchase orders
- Contracts
- Bilingual dictionaries
- Maps
- Training manuals
- Equipment specifications
- Federal, state, or local rules and regulations
- Directories



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## The Workplace . . . cont.

PROBE QUESTIONS:

- Who makes decisions about goals and does strategic planning?
- How are resources (e.g., time, money, materials) allocated?
- How are frontline workers involved in decisionmaking?
- How is worker performance assessed?

**17) How is the workplace managed to ensure that it is productive and financially sound?**

PROBE QUESTIONS:

- How does the workplace affect the local economy?
- What zoning laws apply?
- What environmental factors determine how the workplace operates?
- What civic activities is the workplace involved in?

**18) What impact does the workplace have on the local and global communities?**



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# Part 3 — Learning on Site

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**Directions:** The purpose of these questions is to brainstorm ideas about the ways students can acquire and/or enhance job-related and academic skills at the workplace.

**19) What academic skills do you need to do your job?**

✔ FOR EXAMPLE:

- English, to write memos
- Math, to manage budgets
- Chemistry, to do lab tests
- Geography, to create maps

**20) What are at least three ways a student could learn or apply mathematics at the workplace?**

PROBE QUESTIONS:

- In what ways are basic computation (addition, subtraction, multiplication) and numerical concepts (fractions, decimals, percentages) a part of your job or the jobs of others at the workplace?
- Could a student use math skills to do tasks such as estimate, prepare graphs, and help with inventory?

# A

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## Learning on Site . . . cont.

✔ FOR EXAMPLE:

- Composing memos or letters
- Editing documents
- Public speaking
- Synthesizing data
- Greeting customers
- Taking messages

**21) What are at least three ways a student could learn or apply communication skills at the workplace?**

✔ FOR EXAMPLE:

- At a veterinarian's office, a student might investigate the effects of pet ownership on a person's health and sense of well-being.
- At a computer software design firm, a student could research the impact of electronic communication on the printing industry.
- At a dairy farm, a student might research the impact health trends have had on milk consumption.
- At a carpentry shop, a student could investigate how world markets are changing lumber specifications.

**22) What are at least three ways a student could explore social issues at the workplace to understand important aspects of your job or industry?**



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# Learning on Site . . . cont.

**A**

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**23) What are at least three ways a student could learn or apply scientific principles or concepts underlying your work?**

✔ FOR EXAMPLE:

- A student at an office could study the health risks of prolonged use of computer keyboards.
- At an auto repair shop, a student could examine car construction to establish which features are needed to protect passengers in side-impact accidents.
- A student at a fast-food restaurant could explore the chemical processes of the body that break down and store fat.

**24) What opportunities are there for students to contribute to a creative or artistic process or product at the workplace?**

✔ FOR EXAMPLE:

- In a retail store, a student could examine how presentation and lighting affect people's interest in shopping.
- At a day care center, a student could help produce a newsletter to parents.
- A student at a parts manufacturer could help create overheads for a presentation to potential clients.

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✔ FOR EXAMPLE:

- In a doctor's office, where there is frequent turnover in receptionists, a student could develop a training manual to orient new staff to the computer and record-keeping system.
- At a bakery, a student could organize and oversee the donation of day-old bread and pastries to local homeless shelters.
- At a bookstore, a student could design and produce a flyer announcing a new lecture series.

## Learning on Site . . . cont.

25) **If a student were at your workplace to help you, what kinds of projects could you involve him or her in?**

# Notes . . .

Northwest Regional
Educational Laboratory

**NWREL**
**Education & Work Program**
101 SW Main Street, Suite 500
Portland, OR 97204

Phone: 503/275-9500
800/547-6339
Fax: 503/275-0443
Internet: http://www.nwrel.org

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# A

analyze

## Learning Site Analysis Form

Chris Logan
Workplace contact

Veterinarian
Title

The Dogtown Animal Clinic
Organization

Anywhere, U.S.A.
Address

###-####
Phone

Kim Wells
School contact

October 8
Date

CONNECTIONS
LINKING WORK AND LEARNING

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- Remember, this is a conversation. It is a chance to meet new people in your community and exchange ideas about new ways for students to learn.

# Part 1—Your Job

A

analyze

**Directions:** The purpose of these questions is to paint a detailed picture of the skills and activities associated with the job.

**1) Describe your work environment.**

*It's a medical clinic...tailored for dogs and cats. We have about 1,200 square feet here and a total staff of seven. Of course there are sick animals here, but we work really hard to keep the clinic from smelling "sick"... our clients appreciate that. We dress professionally: white medical smocks, no jeans.*

✔ FOR EXAMPLE:

- Physical layout
- Work atmosphere
- Dress code
- Number of staff
- Stress level

**2) What is a typical day at work like?**

*We open at 7:30 a.m. The technician is here feeding the animals, giving them medications, or changing bandages. I get in at 9:00 to do morning treatments and see appointments. Our day is structured by half-hour appointments; on average we see 15 cases per day. We try to stay on schedule, but it's not always possible...there may be a walk-in client or an emergency surgery. Throughout the day, there are lots of interruptions, and always something to do...outpatient treatment, wellness exams, lab work, and a lot of public contact. Lunch is sometime between 11:30 and 1:00...depending on what's going on. Afternoon appointments begin at 2:30. We close at 5:30 so that we can try to leave between 6:30 and 8:00.*

*The most satisfying part about my job is really being able to help pet owners through their crises...the most difficult part is when we have to perform euthanasia. To a certain extent, a good vet is a good nurturer. I've even sent flowers to clients after their pets died.*

PROBE QUESTIONS:

- What hours do you work?
- What kinds of tasks do you do on a daily basis?
- What kinds of decisions do you make regularly?
- Whom do you interact with on most days?
- Do you generally deal more with people or equipment?
- Do you work independently or as part of a team?
- Can you usually work uninterrupted by meetings, phone calls, or emergencies?
- What is the "rhythm" of your day? When are things busy and when do they slow down?

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**A**

analyze

# Your Job . . . cont.

**3) What are the five most important responsibilities of your job?**

1. Providing the best medical care possible to the animals
2. Providing honest advice and answers for the owners
3. Educating clients (and nonclients) how to make this a better world for animals
4. Running a profitable and successful business
5. Providing a good working atmosphere for the staff

✔ FOR EXAMPLE:

- Using tools (drill, microscope, camera)
- Using information (data analysis, teaching)
- Using technology (software design, word processing)

**4) What technical skills do you need to do your job?**

Medical and surgical skills—using microscopes, needles, diagnostic equipment, x-rays, ultrasound, and fiber optics. I also use math to determine medication amounts, as well as chemistry and biology. Some vets even use the computer for diagnostic information.

✔ FOR EXAMPLE:

- Listening to customers
- Being a team player
- Resolving conflict
- Communicating clearly
- Working with diverse people
- Teaching others

**5) What interpersonal skills do you need to do your job?**

I need to be able to give clear directions, I need to teach, and I need to listen. Selecting the right people to be on staff is critical, and that's a skill unto itself. I have to be able to communicate clearly with my clients so that I am assured they understand my diagnosis and what they need to do.

When I work with staff, I find myself coaching, mediating, and sometimes "managing." I also need to be able to delegate effectively.

✔ FOR EXAMPLE:

- Helping others
- Adapting to change
- Allocating resources
- Thinking creatively
- Taking a leadership role
- Improving systems
- Time management
- Supervising other people

**6) What additional skills and/or personal qualities does your job require?**

When dealing with clients, I have to be sensitive to their concerns. It can be a difficult line to walk...animals are like family members to some, property to others. In certain situations, I have to use my judgment about what a family is willing or able to afford. I might have to say, "If this doesn't fit your budget or needs, here's another option." I really have to be able to read people and help them make the right choice.



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# Your Job . . . cont.

**7) How did you acquire the skills you just identified?**

Undergraduate school for four years, then another four years of veterinary school...then an internship at an animal clinic for 14 months. But I had absolutely no training in dealing with people...that came by trial and error...they didn't teach "bedside manner" in college.

To enhance my current skills or gain new ones, I take continuing education classes, attend conferences, and consult with other veterinarians. It's never-ending...

✔ FOR EXAMPLE:

- College courses
- On-the-job training
- Self-taught
- Apprenticeship
- Professional development
- Trade journals
- Observation
- Vendor workshops

**8) How could you help a student learn and practice the skills you identified as important to your job in questions #4 through #6?**

We could train students in the simpler technical skills, like using a syringe, giving vaccines, using a microscope, or holding an animal for treatment. As far as the people skills, a student would have lots of contact with pet owners. They could watch and listen to how our staff interacts with one another or the clients. That would give them a pretty good picture of what language works...and what doesn't.

PROBE QUESTIONS:

- A student cannot do your job, but what tasks (e.g., data entry, research, drafting a memo) could he or she do to help you in your work?
- What hands-on activities could a student do to get a flavor for your job?

**9) Describe a recent problem on the job and how you solved it.**

A dog came in that had swallowed a baited hook during a fishing trip. Diagnosis was no problem because the owners saw the dog swallow the thing. They cut the line and left some hanging out of the dog's mouth, but by the time they got him here he had completely chewed the line off. We needed to do an x-ray to see where the fish hook was. It turned out my first guess was completely wrong...the lead weight was down in the small intestines, but no fish hook. So we had to do a second x-ray and found the hook lodged in the top of the throat. We anesthetized the dog, and two other technicians and I were able to remove the hook with a long pair of forceps...we didn't have to do surgery.

PROBE QUESTIONS:

- How did you discover the problem?
- How did you handle it?
- Who else was involved in solving the problem?
- What was the outcome?
- How will you ensure the problem does not recur?



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## Your Job . . . cont.

PROBE QUESTIONS:

- Is your job harder if other people don't do their jobs well?
- Do other people rely on your doing your work well?

**10) How is your work interdependent with that of others in your organization?**

It's important for me to be able to delegate responsibility and know the job will get done...from the person who answers the phone to the person who does x-rays. To help this, I encourage and even pay for continuing education classes for any staff member.

We also have monthly staff meetings...it's a time to touch base, ask questions, voice concerns, whatever. The bottom line is if everyone does their job well, we are efficient and we can handle a larger client volume.

✔ FOR EXAMPLE:

- Customer opinions
- Stock market trends
- World news
- New technologies
- Sales figures

**11) What kinds of information do you need to use, analyze, and/or stay up-to-date on to do your job effectively?**

We are required by law to do a certain amount of continuing education. Some of that can be in the form of journals and videos, but most comes in the form of conferences and lectures. I also frequently consult with veterinary specialists in the metropolitan area. It's interesting, but you can even learn a lot by referring patients to a specialist...the client comes back and tells you what that specialist said or did, and you may learn something new.

✔ FOR EXAMPLE:

- Resolving an issue in your field or business
- Using different equipment
- Rethinking a process
- Getting more training

**12) What would improve the efficiency of your job?**

- Fewer interruptions
- Less turnover
- A more highly-skilled staff
- Easier access to up-to-date information

✔ FOR EXAMPLE:

- New technology introduced
- More education required
- New skills necessary
- Greater competition in the worldwide marketplace
- More opportunities with an expanded demand for products and services

**13) How do you think your job will change over the next 10 years? Why?**

Well for one thing, the bigger chains of pet centers are expanding by having vet services on site. Treatment at these places is usually more "standardized" and "efficient," but at the same time more "institutional." Over time, veterinary medicine may lose some of its artistry and personal touch.

Another change will be in technology...there will be an increase in diagnostic information available on computer databases and an ability to quickly "interface" with other professionals.

# Part 2 — The Workplace

A

analyze

**Directions:** The purpose of these questions is to find out about the workplace environment.

**14) What are the health and safety issues at the workplace?**

There are lots of health and safety considerations:

- There is no smoking in the clinic due to oxygen use
- OSHA regulations regarding goggles and gloves
- Scared animals can inflict injuries through bites and scratches
- Some animal diseases and parasites are transferable to humans
- Staff can be allergic to animals, dips, or shampoos
- Staff can injure their backs when lifting heavy animals

✔ FOR EXAMPLE:

- Smoking policy
- Drug testing
- Labor law age restrictions
- Special clothes (smock, uniform, safety shoes)
- Special gear (gloves, goggles, hard hat)

**15) What technology and special tools are used by you and others at the workplace?**

blood analyzer

surgical tools

x-ray machine

fiber optics

needles

microscopes

✔ FOR EXAMPLE:

- Computers
- Hand tools
- Lasers
- Scales
- Fax machines
- Marker boards/flip charts
- Cellular phones
- Photocopiers
- Medical instruments
- Calculators

**16) What written materials are used at the workplace?**

regulatory literature

monthly veterinary journals

forms for ordering lab work

textbooks for diagnosis

reference books for drug doses

✔ FOR EXAMPLE:

- Purchase orders
- Contracts
- Bilingual dictionaries
- Maps
- Training manuals
- Equipment specifications
- Federal, state, or local rules and regulations
- Directories

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# A

analyze

## The Workplace . . . cont.

PROBE QUESTIONS:

- Who makes decisions about goals and does strategic planning?
- How are resources (e.g., time, money, materials) allocated?
- How are frontline workers involved in decisionmaking?
- How is worker performance assessed?

**17) How is the workplace managed to ensure that it is productive and financially sound?**

Since we are a small, one-doctor clinic, we can't compete with the big clinics. Instead, we try to work as efficiently as possible and offer more personal attention. Our entire staff is involved in this process...we have quarterly meetings to review our goals and make sure we're "on-track." One of our number-one priorities is to give our clients accurate, honest information and really try to educate them. It's important that we share with them what we're doing and why...we build relationships. In this way, we offer something to our clients that the bigger, cheaper clinics don't offer.

PROBE QUESTIONS:

- How does the workplace affect the local economy?
- What zoning laws apply?
- What environmental factors determine how the workplace operates?
- What civic activities is the workplace involved in?

**18) What impact does the workplace have on the local and global communities?**

Locally, we provide employment and educational opportunities for people, and we contribute to the health and well-being of pets and their families.

We do pro bono work by donating our services to poor, elderly, and ill members of the neighborhood. By doing this we not only build good relationships with people in the community, but we also keep the community's animals healthier. We also work with the humane society and refer people to other vets.

Globally, I guess I'd say our recycling efforts. We've been recycling for a long time...long before it was "cool." We try to have as little negative impact as possible on the global community...we operate a clean business. We also draw on the global communities for products, especially drugs.

# Part 3—Learning on Site

**A**

analyze

**Directions:** The purpose of these questions is to brainstorm ideas about the ways students can acquire and/or enhance job-related and academic skills at the workplace.

**19) What academic skills do you need to do your job?**

The three "R's": reading, writing, and 'rithmetic. Lots of reading, from journals to dosage information, from junk mail (that may not always be junk), to notes from my staff. I am always writing reminder notes to my staff, and during/after every pet visit I enter notes in the patient's file. These, of course, have to be clear and accurate. Math is critical for any caregiver—a wrong dosage can make the difference between life and death. I also use chemistry, physics, and communication skills quite regularly.

✔ FOR EXAMPLE:

- English, to write memos
- Math, to manage budgets
- Chemistry, to do lab tests
- Geography, to create maps

**20) What are at least three ways a student could learn or apply mathematics at the workplace?**

They could:

- Use basic math and/or algebra to determine medicine doses based on animal weight
- Measure the thickness of an animal's body for an x-ray
- Determine appropriate fee-for-service based on staff salary, overhead, and medicine cost
- Project salary expenses for the year based on the number of clients we would like to serve
- Double-check lab billing statements for accuracy

? PROBE QUESTIONS:

- In what ways are basic computation (addition, subtraction, multiplication) and numerical concepts (fractions, decimals, percentages) a part of your job or the jobs of others at the workplace?
- Could a student use math skills to do tasks such as estimate, prepare graphs, and help with inventory?

# A

analyze

## Learning on Site . . . cont.

✔ FOR EXAMPLE:

- Composing memos or letters
- Editing documents
- Public speaking
- Synthesizing data
- Greeting customers
- Taking messages

**21) What are at least three ways a student could learn or apply communication skills at the workplace?**

A student could:

- Answer phones, route calls, make appointments
- Draft a letter to a client or vendor
- Discuss the status of an animal with other staff members
- Record patient information
- Write/design a newspaper ad for the clinic
- Create an educational bulletin board or newsletter

✔ FOR EXAMPLE:

- At a veterinarian's office, a student might investigate the effects of pet ownership on a person's health and sense of well-being.
- At a computer software design firm, a student could research the impact of electronic communication on the printing industry.
- At a dairy farm, a student might research the impact health trends have had on milk consumption.
- At a carpentry shop, a student could investigate how world markets are changing lumber specifications.

**22) What are at least three ways a student could explore social issues at the workplace to understand important aspects of your job or industry?**

A student could:

- Research the history of veterinary medicine
- Do a historical comparison between human medicine and animal medicine
- Investigate the importance of the human/animal bond
- Investigate ethical questions in animal medicine (animal research)

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# Learning on Site . . . cont.

**23) What are at least three ways a student could learn or apply scientific principles or concepts underlying your work?**

A student could:

- Study the effects of medicated shampoo on skin
- Evaluate stool samples for parasites
- Investigate why the same type of animal may react differently to a certain drug (what are the differentiating factors?)

✔ FOR EXAMPLE:

- A student at an office could study the health risks of prolonged use of computer keyboards.
- At an auto repair shop, a student could examine car construction to establish which features are needed to protect passengers in side-impact accidents.
- A student at a fast-food restaurant could explore the chemical processes of the body that break down and store fat.

**24) What opportunities are there for students to contribute to a creative or artistic process or product at the workplace?**

They could:

- Create a newsletter
- Create an educational display
- Draw the anatomy of a selected animal
- Help choose art to display in the waiting area
- Design a new outdoor sign for the clinic

✔ FOR EXAMPLE:

- In a retail store, a student could examine how presentation and lighting affect people's interest in shopping.
- At a day-care center, a student could help produce a newsletter to parents.
- A student at a parts manufacturer could help create overheads for a presentation to potential clients.

# Learning on Site . . . cont.

✔ FOR EXAMPLE:

- In a doctor's office, where there is frequent turnover in receptionists, a student could develop a training manual to orient new staff to the computer and record-keeping system.
- At a bakery, a student could organize and oversee the donation of day-old bread and pastries to local homeless shelters.
- At a bookstore, a student could design and produce a flyer announcing a new lecture series.

**25) If a student were at your workplace to help you, what kinds of projects could you involve him or her in?**

A student could:

- Write a computer manual for new staff that explains our billing system
- Redecorate exam room #1. . . select the color scheme, get wallpaper samples, and get cost estimates for materials and labor
- Design an inventory system for our drugs and medical supplies
- Reorganize/update our filing system
- Design a template for our quarterly newsletter
- Produce one or more of our quarterly newsletters
- Design an educational bulletin board for our clients that highlights a specific treatment option
- Design a business-card-sized ad for our community newspaper

## Notes . . .

Dr. Logan runs a small, one-doctor clinic staffed with several technicians. During our interview there were several interruptions:

- We stopped long enough for the doctor to look at a dog brought in for a follow-up consultation.
- Twice technicians poked their heads in to ask questions about animals they were trying to x-ray.
- At one point Dr. Logan stopped the interview to check on a cat having difficulty breathing while under anesthesia.

Dr. Logan says these kinds of interruptions are typical of the work.

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# S

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# Job Shadow Guide

## For Teachers

Workplace contact

Title

Organization

Address

Phone

School contact

Date

CONNECTIONS
LINKING WORK AND LEARNING

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"The questions that good literature asks are timeless. English teachers have always helped their students explore their place in the world. My observations in the workplace helped me find concrete examples to use in my English curriculum. I continually review books and other materials looking for real-world connections."

-English Teacher

# What Is a Job Shadow?

A job shadow is a workplace experience (typically three to eight hours) during which a teacher spends time one-on-one with a person in the community observing daily activities and asking questions about the job, organization, and industry.

## What is the purpose of a job shadow?

A job shadow can help you to:

- Generate ideas for integrating workplace experiences with curriculum content and instructional strategies
- Develop partnerships between your school and organizations in your community
- Facilitate an exchange of ideas about the ways in which school and work are related
- Combine the resources and skills of schools and organizations in order to provide relevant and rigorous educational experiences for young people

## How do you do a job shadow?

This guide is designed to focus your observations and provoke thought. You will find opportunities for envisioning, imagining, interviewing, examining, collecting, following up, reflecting, assessing, applying, and collaborating. Depending on your goals and the time available, you may want to pick and choose from these activities.

S3

# Planning

Job shadowing offers a community-centered path for professional growth. Typically the experience itself begins with a brief personal introduction, followed by an indepth interview and a thorough tour of the work site. This list is designed to help streamline the process.

## Before

You can locate a job shadow site in a variety of ways. In some schools, those arrangements will be made by an intermediary person or organization. In others, you will be asked to find your own site.

- Call the job shadow host to confirm:
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- Take care of school logistics:
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  - Attend orientation session(s)
  - Inform colleagues
- Envision possibilities and imagine job shadow scenarios

## During

- Interview the host and take notes
- Observe and examine all aspects of the worksite
- Collect written material

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"I gathered testimonial statements from employees to share with student groups that I counsel. Instantly I had more credibility!"

-Middle School Teacher

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## Planning . . . cont.

**After**

- Write a follow-up letter
- Reflect on the experience and assess the site's potential for student learning
- Apply information gleaned from the experience
- Think of ways to collaborate with others in your building/ community

the point is.... ... "Research is formalized curiosity."
—Zora Neale Hurston

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# Envisioning

This job shadow could give you fresh ideas for enhancing your curriculum. It could provide you with new models for organizing projects within your school. It could help you assess sites for future student placements. It could . . .

Before you journey outside the classroom, take a moment to consider the possibilities.

What do you hope to gain by this experience?

What are the potential links between this experience and your classroom?

What background information would help you prepare for your visit?

**the point is.....**...**"Understanding is a two-way street."**
**—Eleanor Roosevelt**

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"Through job shadowing, I was able to increase my network of contacts for student job shadows and mentor pairing. I began building a much-needed connection between the local community and my business education classes."

-High School Teacher

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"My job shadowing experiences gave me the opportunity to see adults with disabilities in a range of employment settings. Observing and interviewing these individuals triggered my thinking about job preparation for my students. When my students work in teams and on projects, I try to make them more conscious of the many skills needed in the workplace, both social and academic."

– Special Education Teacher

## Imagining

Contemplating the following scenarios may help deepen the job shadow experience. They can be used as a writing exercise or as prompts for group discussion.

- **Scenario #1**: Visiting this job site constitutes an act of diplomacy. In some ways you are an ambassador, representing both your school and your field. Your presence can help open the lines of communication between your school and this organization. Describe the role you want to play.

- **Scenario #2**: Take the perspective of your job shadow host. How might you feel about an educator coming to interview you? Brainstorm two lists: (1) potential challenges to communication, and (2) points of common interest.

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**the point is.....** **...as Einstein said, "Imagination is more important than knowledge."**

# Interviewing



The following list of questions constitutes a starting point for an initial conversation with your job shadow host. These questions address the skills and qualities needed for success in the workplace. The probe questions in the sidebar can focus or extend the conversation or serve as a guide in moments of silence. Depending on your objectives and time frame, you may want to add or delete questions. Space is provided at the end of this section for your own questions.

**Which subjects in high school and/or college are most relevant to the work that you do or the services you provide?**

PROBE QUESTION:

- In what ways do you use these skills?

Examples:

- ☐ Reading
- ☐ Critical thinking
- ☐ Active listening
- ☐ Interpersonal
- ☐ Creative expression

**To what extent are you involved in problem solving and/or decisionmaking?**

**What new skills have you learned at this workplace?**

PROBE QUESTION:

- How did you learn these skills?

Examples:

- ☐ Observation
- ☐ Independent study
- ☐ Class
- ☐ Practice

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PROBE QUESTION:

- How do these attributes contribute to successful job performance?

Examples:

- ☐ Self-esteem
- ☐ Social skills
- ☐ Self-management
- ☐ Integrity/honesty

✔ FOR EXAMPLE:

- ☐ Money
- ☐ Records
- ☐ Products
- ☐ Equipment
- ☐ People

# Interviewing . . . cont.

What attitudes or personal qualities does this organization value? How is this information communicated to others?

How do you organize your day and schedule your time?

What other resources, in addition to time, do you manage?

In what capacity are you a member of a team and in what situations do you work alone?

# Interviewing ... cont.

What informal roles do you play in the organization?

How do you stay current in your field? What incentives does your organization provide for ongoing professional development?

What other occupational or volunteer roles did you progress through to reach your present position in this organization?

What outside resources or forces affect this organization?

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✔ FOR EXAMPLE:

- Artist
- Technology guru
- Critic
- Humorist
- Gourmet

PROBE QUESTIONS:

- What future changes do you anticipate?
- Is continuing education a job requirement?
- What changes in technology have occurred?

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✔ FOR EXAMPLE:
- Calculator
- Computer
- Heavy equipment
- Hand tools
- Precision instruments

# Interviewing . . . cont.

What equipment do you operate during a typical day?

What do you do if that equipment fails?

Additional questions or observations:

the point is..... ... conversation's an underused technology.

# Examining All Aspects

S

shadow

You may need to travel to different departments to get a sense of the many positions required to make an organization run. On your tour, you might want to create drawings, sketches, charts, or graphs in response to these prompts. In the sidebar are suggestions for further exploration.

"When I toured several industries, I saw how teamwork affects the workplace. On the soccer field, I point out that connection to my players."

–Soccer Coach

■ Identify examples of **planning** needs and documents.

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

Find out who makes regional and industry-wide decisions.

■ What is the predominant **management** technique?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

Does this style change in regard to people, money, or products?

■ How are **finances** handled in the organization?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

List the economic sources the company depends upon.

■ How is **technology** used to increase efficiency in the organization?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

How are staff trained or retrained to stay current with emerging technology?



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# Examining All Aspects . . . cont.

FOLLOW UP:

Does this organization have an affirmative action policy?

■ Describe the **ethnic diversity** of this organization.

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

How does this involvement benefit both the organization and the community?

■ What evidence of **community involvement** do you see?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

How are potentially hazardous materials or situations handled?

Do employees engage in recycling?

■ Look for evidence of attention to **health**, **safety**, and the **environment**.

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

How do labor and management communicate internally?

■ How do employees and management communicate and solve problems jointly? Are employees represented by a **labor** union?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

**the point is....** ... "My favorite thing is to go where I've never been." —Diane Arbus

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# Collecting

The way an organization presents itself to the public in brochures, reports, and flyers conveys much about its culture. Internal memos can also provide information about communication and management style.

When collecting information samples, try to obtain a wide range of examples from a variety of departments. These documents can be used for a number of classroom purposes, from editing and writing exercises to career development activities and statistical analysis.

The following list provides numerous examples:

Materials reflecting values:

- Mission statement
- Organizational charts
- Grant applications
- Annual report
- Union contracts
- Day-care policy

Materials describing products or services offered:

- Brochure
- Menu
- Catalog

Materials tracking resources:

- Budget report
- Contracts
- Invoices

Materials informing employees:

- Personnel procedures
- Safety-response guidelines
- Pertinent federal or state legislation

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"I arranged for managers from the various parts of our hospital to meet with a group of teachers. They shared information about work-readiness skills and academic standards. The managers left with a better understanding of educational trends. The teachers left with a better understanding of hiring trends."

–Hospital Administrator

**the point is....** ..."The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as we continue to live." —Mortimer Adler

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"The mission of our school is to educate our students for our country. I take this charge seriously. I have many dedicated, older students who are interested in going into the community to see where they fit. I thought that I should do the same."

–GED Instructor

# Following up

Writing a follow-up letter can bring closure to the experience and extend the relationship. You might invite your host to visit your school or suggest ideas for a joint project involving your students. Whatever your situation, try to touch on these items in your letter:

- Appreciation for the opportunity
- Highlight of the experience
- Potential use of information in the classroom
- Ideas for future collaboration

At right is a sample letter to use as a model.

[Date]

*Dear Corie,*

*Thanks so much for allowing me to visit with you and tour the tower. I now have a much clearer understanding of the skills needed to be an air-traffic controller. I did not realize how much information air-traffic controllers have to be able to process and retain. Listening to you talk to pilots was exciting. I was amazed at how you kept all those planes apart!*

*This experience will help me show students that what they're learning in school are the skills you use every day—for instance, the communication skills you use to deal with stressful situations, the math skills you use to determine distance and climb ratios, and the social skills you need to deal with impatient pilots.*

*As we discussed, I'll be in touch with you soon about placing students in the tower on job shadows and internships.*

*Once again, thanks for a great day!*

*Sincerely,*

*Joe Mendez*

**the point is.....**...last impressions are often lasting.

# Reflecting and Assessing

Immediately following the job shadow, take some time to reflect on all the possible connections to your curriculum.

| Job Shadow Observation | Connection to Curriculum |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

A detailed **assessment** of your job shadow site in terms of its potential for student activities is a systematic way to evaluate the site and compare it with others.

Rate the site according to its potential for the following student activities:

| Activity | Excellent | Possible | Unlikely | Not Suitable |
|---|---|---|---|---|
| •Structured field trip | | | | |
| •Job shadow | | | | |
| •Classroom/school speaker | | | | |
| •Internship | | | | |
| •Source of materials | | | | |

List the names and departments of potential contacts for student placement:

| Name | Department |
|---|---|
| | |
| | |
| | |
| | |

the point is.....**"I invent nothing. I rediscover." —Rodin**



"Going out on job shadows forced me to face new situations. I had to admit that I didn't know the answers and then work through a process to find them. I think I now have more empathy for my students. They believe me when I tell them that learning can be intimidating. But I make sure that they have the self-confidence to face new challenges."

-Foreign Language Teacher

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# Applying

As you think about your job shadow, consider how you might connect your teaching style, curriculum, and classroom to the daily realities of the workplace.

## ■ Ways of Structuring

In what ways might you structure your classroom differently?

✔ FOR EXAMPLE:
- Team projects
- Cooperative lessons
- Classroom layout
- Visual aids

## ■ Ways of Telling

What new knowledge or facts might you present? How will this help your students to meet district or state standards?

## ■ Ways of Showing

In what new ways could your students demonstrate their understanding of the content you are teaching?

✔ FOR EXAMPLE:
- Create a multimedia presentation
- Stage a reenactment
- Create a CD-ROM

## Applying . . . cont.

### Ways of Analyzing

How can your students become more effective problem solvers?

### Ways of Synthesizing

How can your students creatively integrate other disciplines, classes, or skills?

### Ways of Evaluating

What are some new ways you can measure your students' progress? How can members of the community be involved in this process?

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"My job shadow experiences validated my teaching methods and helped me teach relevant, up-to-date lessons. I want to continue to offer task-oriented group activities for my seventh-grade students."

-Middle School Teacher

the point is.... **... "A train of thought is only as good as its engineer." —seen on a bumper sticker**

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# Collaborating

Many educators testify to the transformative effects of job shadowing. They say that their students become more involved in course content and projects once the connection to careers is made.

**In what ways could you convey to other staff in your school the insights you have gained?**

✔ FOR EXAMPLE:

- Address the school board
- Make a presentation at an inservice
- Create a display
- Plan a parent meeting
- Contribute to school web site
- Work with another teacher to devise an integrated lesson plan

**What other department members or local organizations could be involved in future job shadowing experiences for teachers?**

the point is.....**..."An investment in knowledge always pays the best interest." —Benjamin Franklin**

## Notes . . .

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**Education & Work Program**
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Internet: http://www.nwrel.org

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# S

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# Job Shadow Guide

## For Teachers

Corie Phelps
Workplace contact

Air-Traffic Controller
Title

Anywhere Airport
Organization

Anywhere, U.S.A.
Address

###-####
Phone

Joe Mendez
School contact

July 24
Date

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"The questions that good literature asks are timeless. English teachers have always helped their students explore their place in the world. My observations in the workplace helped me find concrete examples to use in my English curriculum. I continually review books and other materials looking for real-world connections."

-English Teacher

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- Take care of school logistics:
  - Arrange for a substitute based on district policy
  - Attend orientation session(s)
  - Inform colleagues
- Envision possibilities and imagine job shadow scenarios

Interview in break room, then "plug in" to listen to air-traffic controllers talking to airplanes.

Corie Phelps – July 24th at the airport. Park in Visitor area. Casual clothes are fine.

Frank can cover my classes for the day.

## During

- Interview the host and take notes
- Observe and examine all aspects of the worksite
- Collect written material

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"I gathered testimonial statements from employees to share with student groups that I counsel. Instantly I had more credibility!"

-Middle School Teacher

## Planning . . . cont.

**After**

- Complete the site-assessment form ✓
- Write a follow-up letter ✓
- Reflect on the experience ✓
- Apply information gleaned from the experience ✓

SAMPLE

the point is.... ... "Research is formalized curiosity."
—Zora Neale Hurston

# Envisioning

This job shadow could give you fresh ideas for enhancing your curriculum. It could provide you with new models for organizing projects within your school. It could help you assess sites for future student placements. It could . . .

Before you journey outside the classroom, take a moment to consider the possibilities.

**What do you hope to gain by this experience?**

*As a teacher, I emphasize problem-solving and decision-making skills. I want to gain a better understanding of how these skills are used in the aerospace industry. I need concrete examples to give to my students. They constantly want to know why these skills are important. And I want to have many answers to that question.*

**What are the potential links between this experience and your classroom?**

*Although there seem to be no direct links (I teach drafting technology), I want to get an overall idea of how general workplace skills apply to any classroom. I also want to add to my list of people students can learn from on a job shadow.*

**What background information would help you prepare for your visit?**

*I want to know more about training, and I need to get some information about the job application process. I need to investigate "big moments" in the history of the industry, e.g., the air-traffic controller strike and the establishment of the FAA.*

**S**

shadow

"Through job shadowing, I was able to increase my network of contacts for student job shadows and mentor pairing. I began building a much-needed connection between the local community and my classes."

– Business Education Teacher

the point is.... **..."Understanding is a two-way street."**
**—Eleanor Roosevelt**

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**S**

shadow

"My job shadowing experiences gave me the opportunity to see adults with disabilities in a range of employment settings. Observing and interviewing these individuals triggered my thinking about job preparation for my students. When my students work in teams and on projects, I try to make them more conscious of the many skills needed in the workplace, both social and academic."

–Special Education Teacher

# Imagining

Contemplating the following scenarios may help deepen the job shadow experience. They can be used as a writing exercise or as prompts for group discussion.

- **Scenario #1**: Visiting this job site constitutes an act of diplomacy. In some ways you are an ambassador, representing both your school and your field. Your presence can help open the lines of communication between your school and this organization. Describe the role you want to play.

  I want to be seen as an interested observer gathering details about my chosen job site. I see myself as a student advocate, so I also want to be able to talk honestly about the concerns my students have in terms of future employment. I also want to recruit people to get more involved in our school and find worksites that are willing to take on students for internships and job shadows.

- **Scenario #2**: Take the perspective of your job shadow host. How might you feel about an educator coming to interview you? Brainstorm two lists: (1) potential challenges to communication, and (2) points of common interest.

  Challenges:

  - Being able to speak the same language (i.e., avoiding jargon)
  - Finding the time to talk relatively uninterrupted

  Common Interests:

  - Employment opportunities for young people
  - Concern for the community
  - Skills common to all organizations
  - Concern about the future workforce

**the point is....** **...as Einstein said, "Imagination is more important than knowledge."**

# Interviewing



The following list of questions constitutes a starting point for an initial conversation with your job shadow host. These questions address the skills and qualities needed for success in the workplace. The probe questions in the sidebar can focus or extend the conversation or serve as a guide in moments of silence. Depending on your objectives and timeframe, you may want to add or delete questions. Space is provided at the end of this section for your own questions.

**Which subjects in high school and/or college are most relevant to the work that you do or the services you provide?**

- Math–deals with time and distance problems, e.g., climb ratios
- Speech–must clearly communicate instructions using industry lingo
- Reading–ongoing training material, manuals, and memos

PROBE QUESTION:

- In what ways do you use these skills?

Examples:
- ☑ Reading
- ☑ Critical thinking
- ☑ Active listening
- ☐ Interpersonal
- ☐ Creative expression

**To what extent are you involved in problem solving and/or decisionmaking?**

- 100% of the time, all day, every day
- The job requires the safe, orderly, and expeditious movement of the aircraft

Must quickly compare and contrast the pros and cons of different options.

Has to completely understand what the pilots are saying and has to communicate so that the pilots understand.

**What new skills have you learned at this workplace?**

- Interpersonal communication
- Getting along with others
- Teamwork

PROBE QUESTION:

- How did you learn these skills?

Examples:
- ☑ Observation
- ☐ Independent study
- ☑ Class
- ☐ Practice

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shadow

PROBE QUESTION:

- How do these attributes contribute to successful job performance?

Examples:

- ✓ Self-esteem
- ✓ Social skills
- ✓ Self-management
- ✓ Integrity/honesty

All are essential.

Corie stressed the need for integrity and honesty, especially when reporting close calls between aircraft.

FOR EXAMPLE:

- ☐ Money
- ☐ Records
- ☐ Products
- ☐ Equipment
- ☐ People

# Interviewing . . . cont.

**What attitudes or personal qualities does this organization value? How is this information communicated to others?**

I work for the FAA, not the airlines, and the FAA encourages self-starters. Independent, systems-oriented thinkers are also valued by the agency. Team players are necessary for success. Good decisionmakers are essential. The nature of the job creates a climate that recognizes these attitudes and personal qualities as important.

**How do you organize your day and schedule your time?**

The schedule is set and my day is organized for me. Time on position (which means talking to airplanes) and breaks are dictated by the supervisor. Typically I work for two hours at a time and then take a break. It is intense work. Most people don't last more than 20 years.

**What other resources, in addition to time, do you manage?**

At the controller level, the focus is on the airplanes. It's a moment-by-moment kind of position. Handling records, incidence reports, and people falls to the supervisor.

**In what capacity are you a member of a team and in what situations do you work alone?**

I am always a member of a team. Decisions are made individually, but these decisions affect the entire team. It's crucial to "hand the job off" to the incoming controller. You can't just leave.

# Interviewing . . . cont.

**What informal roles do you play in the organization?**

I see myself as an ambassador. How I relate to the customer reflects on the entire agency.

With my co-workers, I'm the "cruise director." I get people together to go on outings. We're a sports-oriented group.

**How do you stay current in your field? What incentives does your organization provide for ongoing professional development?**

The agency requires daily, monthly, and annual training. Training is available internally at the facility or at the FAA Academy in Oklahoma City. The agency pays for employees to go once or twice a year. I anticipate that there will be a greater use of computer animation for training purposes. I have seen the FAA change from using analogue to digital systems and vacuum tubes to computer chips. These changes have resulted in increased performance and reliability.

**What other occupational or volunteer roles did you progress through to reach your present position in this organization?**

Experience counts a lot in this industry. I was trained as an air-traffic controller in Vietnam and that experience helped me to land a job. The military chain-of-command model and my understanding of alphanumerics also helped me. I put in a bid to get a job at this airport. There's a checkout process, and if you don't wash, you won't get hired. You also have to take an aptitude test. If you score high enough, you then go for controller training at the FAA Academy in Oklahoma City.

**What outside resources or forces affect this organization?**

- Aviation industry and aviation safety organizations
- Airline industry and general aviation industry
- Congress (it determines wage scales.)

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✔ FOR EXAMPLE:

- Artist
- Technology guru
- Critic
- Humorist
- Gourmet
- Musician

PROBE QUESTIONS:

- What future changes do you anticipate?
- Is continuing education a job requirement?
- What changes in technology have occurred?

Alphanumerics consist of numbers and letters. They are used heavily by air-traffic controllers.



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✔ FOR EXAMPLE:
- Calculator
- Computer
- Heavy equipment
- Hand tools
- Precision instruments

## Interviewing ... cont.

**What equipment do you operate during a typical day?**

- Radar
- Radios
- Wind direction and speed instruments
- Computer

**What do you do if that equipment fails?**

I verify the failure, and contact the maintenance center. Minor failures may be fixed by staff on duty. Major power failure results in automatic backup coming online.

**Additional questions or observations:.**

We talked during a break in Corie's schedule, and time was of the essence. The interview didn't take long because of her quick answers.

The "plug in" time at the tower was exciting. I got to overhear the transmissions between pilots and air-traffic controllers. They certainly don't pull their punches. The conversation is focused and rapid. But the controllers have to be very careful about what they say. The rule is "no folksy phraseology."

Corie is really interested in computers, too, especially in designing Web pages. She gave me her Web address to give to interested students. On it, she has lots of links to air-traffic controller-related pages.

the point is..... **... conversation's an underused technology.** 111

SAMPLE

# Examining All Aspects

You may need to travel to different departments to get a sense of the many positions required to make an organization run. On your tour, you might want to create drawings, sketches, charts, or graphs in response to these prompts. In the sidebar are suggestions for further exploration.

■ Identify examples of **planning** needs and documents.

| Concrete examples: | Who does it? Where? |
|---|---|
| air space changes | planning & procedures department |
| reports of near mid-air collisions | regional office manager<br>FFA |

FOLLOW UP:

Find out who makes regional and industry-wide decisions.

See chain of command

■ What is the predominant **management** technique?

| Concrete examples: | Who does it? Where? |
|---|---|
| chain of command | Washington, DC<br>regional office<br>air-traffic managers<br>operations manager<br>supervisors |

FOLLOW UP:

Does this style change in regard to people, money, or products?

No, not at all.

■ How are **finances** handled in the organization?

| Concrete examples: | Who does it? Where? |
|---|---|
| major purchases | congressional budget |
| equipment | maintenance organization |
| personnel benefits | personnel management |

FOLLOW UP:

List the economic sources the company depends upon.

■ How is **technology** used to increase efficiency in the organization?

| Concrete examples: | Who does it? Where? |
|---|---|
| computer air space modeling | training staff |
| satellite navigation systems | procedures department<br>quality assurance training |

FOLLOW UP:

How are staff trained or retrained to stay current with emerging technology?

**S**

shadow

"When I toured several industries, I saw how teamwork affects the workplace. On the soccer field, I point out that connection to my players."

-Soccer Coach





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shadow

# Examining All Aspects . . . cont.

■ Describe the **ethnic diversity** of this organization.

FOLLOW UP:

Does this organization have an affirmative action policy?

| Concrete examples: | Who does it? Where? |
|---|---|
| not many minority air traffic controllers | personnel office |

■ What evidence of **community involvement** do you see?

FOLLOW UP:

How does this involvement benefit both the organization and the community?

| Concrete examples: | Who does it? Where? |
|---|---|
| lots of involvement with the community, but you have to be 18 to stay in the tower for any length of time | public relations office |

■ Look for evidence of attention to **health, safety** and the **environment.**

FOLLOW UP:

How are potentially hazardous materials or situations handled?

Do employees engage in recycling?

Complying is up to the individual employee. Most do.

| Concrete examples: | Who does it? Where? |
|---|---|
| required physicals | safety committee reps |
| annual OSHA inspections | noise abatement program |
| noise has a major impact on the community | |

■ How do employees and the management communicate and solve problems jointly? Are employees represented by a **labor** union?

FOLLOW UP:

How do labor and management communicate internally?

| Concrete examples: | Who does it? Where? |
|---|---|
| union agreements | union representative |

the point is.... .. "My favorite thing is to go where I've never been." —Diane Arbus

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# Collecting

The way an organization presents itself to the public in brochures, reports, and flyers conveys much about its culture. Internal memos can also provide information about communication and management style.

When collecting information samples, try to obtain a wide range of examples from a variety of departments. These documents can be used for a number of classroom purposes, from editing and writing exercises to career development activities and statistical analysis.

The following list provides numerous examples:

Materials reflecting values:

- Mission statement
- Organizational charts
- Grant applications
- Annual report
- Union contracts
- Day-care policy

Materials describing products or services offered:

- Brochure
- Menu
- Catalog

Materials tracking resources:

- Budget report
- Contracts
- Invoices

Materials informing employees:

- Personnel procedures
- Safety-response guidelines
- Pertinent federal or state legislation

Good examples of connection between congressional rulings and wages. Congress controls the FAA budget.

**S**

shadow

"I arranged for managers from the various parts of our hospital to meet with a group of teachers. They shared information about work-readiness skills and academic standards. The managers left with a better understanding of educational trends. The teachers left with a better understanding of hiring trends."

–Hospital Administrator

the point is.... .. "The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as we continue to live." —Mortimer Adler

**S**

shadow

"The mission of our school is to educate our students for our country. I take this very seriously. I have many dedicated, older students who are interested in going into the community to see where they fit. I thought that I should do the same."

–GED Instructor

# Following Up

Writing a follow-up letter can bring closure to the experience and extend the relationship. You might invite your host to visit your school or suggest ideas for a joint project involving your students. Whatever your situation, try to touch on these items in your letter:

- Appreciation for the opportunity
- Highlight of the experience
- Potential use of information in the classroom
- Ideas for future collaboration

At right is a sample letter to use as a model. →

[Date]

Dear Corie,

Thanks so much for allowing me to visit with you and tour the tower. I now have a much clearer understanding of the skills needed to be an air-traffic controller. I did not realize how much information air-traffic controllers have to be able to process and retain. Listening to you talk to pilots was exciting. I was amazed at how you kept all those planes apart!

This experience will help me show students that what they're learning in school are the skills you use every day—for instance, the communication skills you use to deal with stressful situations, the math skills you use to determine distance and climb ratios, and the social skills you need to deal with impatient pilots.

As we discussed, I'll be in touch with you soon about placing students in the tower on job shadows and internships.

Once again, thanks for a great day!

Sincerely,

Joe Mendez

the point is.... **...last impressions are often lasting.**

# Reflecting and Assessing

Immediately following the job shadow, take some time to reflect on all the possible connections to your curriculum.

| Job Shadow Observation | Connection to Curriculum |
|---|---|
| *performance reviews* | *structure cooperative projects* |
| *ratings* | *performance-based grading* |
| *technical writing* | *add to writing assignments:* |
| | • *exact specifications* |
| | • *accurate descriptions* |
| | • *including clear examples* |
| *jargon* | *using concise, clear language* |

A detailed **assessment** of your job shadow site in terms of its potential for student activities is a systematic way to evaluate the site and compare it with others.

Rate the site according to its potential for the following student activities:

| Activity | Excellent | Possible | Unlikely | Not Suitable |
|---|---|---|---|---|
| •Structured field trip | ✓ | | | |
| •Job shadow | | ✓ | | |
| •Classroom/school speaker | | ✓ | | |
| •Internship | | ✓ | | |
| •Source of materials | | ✓ | | |

List the names and departments of potential contacts for student placement:

| Name | Department |
|---|---|
| *Corie Phelps* | *air-traffic controller* |
| *Tower Supervisor* | |
| | |
| | |

the point is.....**"I invent nothing. I rediscover." —Rodin**

**S**

shadow

"Going out on job shadows forced me to face new situations. I had to admit that I didn't know the answers and then work through a process to find them. I think I now have more empathy for my students. They believe me when I tell them that learning can be intimidating. But I make sure that they have the self-confidence to face new challenges."

–Foreign Language Teacher

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shadow

# Applying

As you think about your job shadow, how might you connect your teaching style, curriculum, and classroom to the daily realities of the workplace.

## ■ Ways of Structuring

In what ways might you structure your classroom differently?

The first thing I want to do is to rearrange my classroom. I plan to set up various centers around the room. Throughout the year I want to assign more projects to groups of students.

✔ FOR EXAMPLE:
- Team projects
- Cooperative lessons
- Classroom layout
- Visual aids

## ■ Ways of Telling

What new knowledge or facts might you present? How will this help your students to meet district or state standards?

I want my students to understand the notion of quality control as it relates to standards in business and industry. I plan to set up a review team of students to observe project work and report back to the class.

## ■ Ways of Showing

In what new ways could your students demonstrate their understanding of the content you are teaching?

I plan to have students use computers more in their presentations. In addition to using Powerpoint for presentations, I want to work with students to create an interactive demo for teaching specific drafting concepts.

✔ FOR EXAMPLE:
- Create a multimedia presentation
- Stage a reenactment
- Create a CD-ROM

## Applying ... cont.

### ■ Ways of Analyzing

How can your students become more effective problem solvers?

I can give them more "real" situations that require a more sophisticated thought process. I could check with different professional organizations to solicit a problem of the week. I could also have my class market themselves as problem solvers and have them make contact with businesses.

### ■ Ways of Synthesizing

How can your students creatively integrate other disciplines, classes, or skills?

I need to get my students writing more and paying attention to how they use language. I want them to use a variety of forms (memos, abstracts, requests, letters).

I also want them to use math to solve drafting problems.

### ■ Ways of Evaluating

What are some new ways you can measure your students progress? How can members of the community be involved in this process?

- Performance-based assessment that identifies skills recommended by members of the community in that field
- Using community members in my field to view student projects and give feedback

**S**

shadow

"My job shadow experiences validated my teaching methods and helps me teach relevant, up-to-date lessons. I want to continue to offer task-oriented group activities for my seventh-grade students."

-Middle School Teacher

the point is.... **..."A train of thought is only as good as its engineer."—seen on a bumper sticker**

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shadow

# Collaborating

Many educators testify to the transformative effects of job shadowing. They say that their students become more involved in course content and projects once the connection to careers is made.

**In what ways could you convey to other staff in your school the insights you have gained?**

- Make a presentation at a faculty meeting
- Create a folder of materials for the career center (available to staff and students)
- Supply contacts for interested students and staff

✔ FOR EXAMPLE:

- Present to the school board
- Make a presentation at an inservice
- Create a display
- Plan a parent meeting
- Contribute to school Web site
- Work with another teacher to devise an integrated lesson plan

**What other department members or local organizations could be involved in future job shadowing experiences for teachers?**

I want to contact the continuing education department at the university to see if they give credit for summer internships. I would like to have an internship at an architectural firm so that I can experience some problem-based learning for myself.

I found the air-traffic controllers very approachable and very open to having both teachers and students visit and participate in work-related activities.

the point is.... **..."An investment in knowledge always pays the best interest."—Benjamin Franklin**

# Notes . . .

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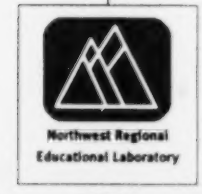
SAMPLE

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teachers
learning in the community

# internship forms

# Internship Daily Journal

**Reflection is an important element of the learning process. Take a moment each day to think about and record your impressions of your internship. The phrases below are suggestions to guide your reflection. Respond to some or all of them each day, or add ones of your own. Use the format of your choice (i.e., notebook, computer diary) to capture your ideas.**

- An insight I had today about this internship was . . .

- Something that triggered my thinking about my own work was . . .

- My students would be surprised to know that . . .

- I want to learn more about . . .

- (Add your own)

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**Reflection is an important element of the learning process. Take a moment each day to think about and record your impressions of your internship. The phrases below are suggestions to guide your reflection. Respond to some or all of them each day, or add ones of your own. Use the format of your choice (i.e., notebook, computer diary) to capture your ideas.**

- An insight I had today about this internship was . . . I need to focus on the most important ideas and concepts. I realized that I need to take the time to play with the software and acquaint myself with all its possibilities. I just don't have the time to do it during the school year.

- Something that triggered my thinking about my own work was . . . the differences in versions of the AutoCAD software. It is great to work on a newer version of the software so that I can prep my students for what they will find if they work in this industry. However, the version we use does have its merits. It would be interesting to have my students discover the differences between the two versions.

- My students would be surprised to know that . . . communication is very important at every level of the organization. My students really value technical expertise. Some of the folks I worked with said that being able to argue persuasively and advocate for themselves is what got them promoted.

- I want to learn more about . . . the prepping of blueprints. The CAD designers I worked with receive blueprints from architects. Because the company focuses on plumbing and heating/cooling systems installation, they strip all the designs down to the basic elements and then put the plumbing and heating/cooling systems in.

- I could have my students do the same thing. Perhaps my classes could meet and work with CAD designers, mechanical engineers, and architects to see how all these careers are interrelated?

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# Internship Weekly Log

**Each week you will learn and experience things that are the source of ideas for classroom projects and lessons.**

Name: _____ Internship Site: _____ Date: _____

■ I performed the following tasks that were new to me:

_____

_____

_____

■ I observed others learning on the job in the following ways:

_____

_____

_____

■ I observed and/or participated in the following issues related to company management or organizations:

_____

_____

_____

■ My activities this week might be incorporated into my curriculum or program in the following ways:

_____

_____

_____

■ I observed the following employee attitudes and/or interpersonal skills:

_____

_____

_____

■ I learned about the following challenges/issues that the organization is facing:

_____

_____

_____

■ I observed the application of the following academic skills:

_____

_____

_____

_____

_____

_____

■ I met the following people with whom I intend to stay in contact:

Name: _____
Title: _____
Phone: _____

Name: _____
Title: _____
Phone: _____

# Internship Weekly Log

**Each week you will learn and experience things that are the source of ideas for classroom projects and lessons.**

Name: Gloria Remski Internship Site: Mechanical Engineering Firm Date: July 1

■ I performed the following tasks that were new to me:

Using the PURGE command to clean up existing drawings.

■ I observed others learning on the job in the following ways:

New CAD technicians being trained in industry standards and workplace policies

■ I observed and/or participated in the following issues related to company management or organizations:

All plans must be approved with a stamp by the company's professional engineer before they are sent back out to the architectural firm.

■ My activities this week might be incorporated into my curriculum or program in the following ways:

New commands in AutoCAD will be applied to student work. I could also set up a quality control check monitored and run by students.

■ I observed the following employee attitudes and/or interpersonal skills:

Although many employees work alone, they get together to confer on policies and procedures.

■ I learned about the following challenges/issues that the organization is facing:

The company talked about how to get more minorities and women into the field. My class could investigate how to do this and propose solutions.

■ I observed the application of the following academic skills:

technical report writing
business letters
applied math
verbal communication
drawing and design skills

■ I met the following people with whom I intend to stay in contact:

Name: Maria Juraz
Title: Architect
Phone: 555-1221

Name: Jonathan Frye
Title: Mechanical Engineer
Phone: 555-2112

# Internship Workplace Overview

**During the course of your internship, write an overview of the workplace that describes its structure, scope of work, impact on the community and the local economy. If you wish to do a more comprehensive overview of the workplace, see the Learning Site Analysis Form contained within this guide.**

- Describe the workplace (e.g., products, services).

- What is the history of the organization?

- How does technology influence this workplace?

Information about the workplace can be gathered in a variety of ways, including annual reports, newspaper articles, interviews with employees, employment departmental data, and increasingly, the Internet.

- How is the workplace managed to ensure it is productive and financially sound?

- What impact does the workplace have on the local community?

- What impact does it have on the global community?

- What are the health and safety issues at the workplace?

- In what ways do you predict this workplace will change in the next five years? The next 10?

# Internship Workplace Overview

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- Describe the workplace (e.g., products, services). This company is a mechanical engineering firm specializing in plumbing, electrical heating, ventilating, and air-conditioning for commercial properties.

- What is the history of the organization? They have been in business since 1972. The computer industry and developments in technology have revolutionized this field. (I could have my students use the company's archives and interview employees in order to write the history of the company.)

- How does technology influence this workplace? Computers are used to do much of the CAD work, although some work is still done by hand.

- How is the workplace managed to ensure it is productive and financially sound? The two senior professional engineers oversee the financial end of the business. Below them are junior engineers and a CAD manager. It is fairly hierarchical.

- What impact does the workplace have on the local community? Most of the work they do is as subcontractors, so they must maintain good relationships with the firms that employ them. Because they're privy to urban-planning initiatives and construction of buildings they need to make sure that their designs are environmentally sound.

- What impact does it have on the global community? HVAC (heating, ventilating, air-conditioning, and heat-flow) systems can have a major or minor impact on the environment, making this a global issue and potential problem.

- What are the health and safety issues at the workplace? Most of the employees work on the computer for extended periods of time. One person in the company checks out the ergonomics of each work station to ensure that people don't get repetitive motion injuries.

- In what ways do you predict this workplace will change in the next five years? The next 10? Computers will completely replace all work done by hand, with the exception of checking blueprints.

# Internship Employee Interview(s)

**During the course of your internship, try to interview one or more employees. The purpose of this interview is to gather detailed information on the range of skills required at the workplace and the different ways to acquire those skills. If you do multiple interviews, select employees who have different responsibilities within the organization.**

Employee name: _____ Date: _____

Title: _____ Internship site: _____

- What are the five major responsibilities of your job?

- What technical skills are required by your job?

- What other skills and/or personal qualities do you need to do your job?

- What academic skills do you need to do your job?

- How did you acquire the skills you just identified?

- How do you continue to learn on the job?

- What creative or artistic opportunities do you have in your job?

- What opportunities do you have to participate in the management of the workplace?

# Internship Employee Interview(s)

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Employee name: Lynn Chung Date: August 6

Title: CAD Operator Internship site: Mechanical Engineering Firm

- What are the five major responsibilities of your job? 1. Clean up architectural drawings. 2. Draw in new components. 3. Use correct methods of file management. 4. Maintenance of computer work station. 5. Communicate with CAD manager on drawings.
- What technical skills are required by your job? Knowledge of AutoCAD.
- What other skills and/or personal qualities do you need to do your job? 1. Knowledge of the business of mechanical engineering. 2. Attention to detail and accuracy.
- What academic skills do you need to do your job? 1. Math skills. 2. Verbal communication skills.
- How did you acquire the skills you just identified? Through a community college drafting program.
- How do you continue to learn on the job? Working with the engineers and updating skills during new software training sessions.`1
- What creative or artistic opportunities do you have in your job? "Most everything I do is dictated by rigid standards."

Note: remember to talk to students about industry standards.

- What opportunities do you have to participate in the management of the workplace? "During staff meetings, a certain amount of employee input is encouraged."



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# Internship Action Plan

**The action plan documents how you will apply what you have learned during your internship. Review your daily journal, weekly log, employee interview(s), and workplace overview for additional ideas.**

- What curriculum activities/units are you planning that can be enriched by your internship?

- Explain how your internship has influenced your thinking about the content and process of your curriculum.

- How will you put your thinking into action?

- List the people from the school and worksite whose can help support you in your efforts.

- Discuss the ways in which the implementation of this plan addresses the educational goals and curriculum standards of the school, district, and state.

# Internship Action Plan

**The action plan documents how you will apply what you have learned during your internship. Review your daily journal, weekly log, employee interview(s), and workplace overview for additional ideas.**

- What curriculum activities/units are you planning that can be enriched by your internship? I plan to design new lessons using the skills I learned in the AutoCAD program. Students will have a greater variety of drawings that use more commands of greater difficulty. I want to encourage them to experiment with the software while learning new commands.

- Explain how your internship has influenced your thinking about the content and process of your curriculum. I now see how important it is to do drawings that emulate workplace problems. But I want to go further than emulating. I plan to use my contacts to see if my students could work with engineers on a project to benefit the community. I also see how CAD operators use math and communications skills on a daily basis.

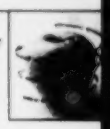
- How will you put your thinking into action? Here's the first step: I plan to get drawing ideas from businesses that do mechanical engineering projects using CAD. I want to integrate them into the assignments I already use. Next summer, I want to go on an internship that will allow me to develop my ideas for a community-action project.

- List the people from the school and worksite whose can help support you in your efforts. Vocational coordinator and school-to-work coordinator; instructors from the community college; CAD manager and mechanical engineer.

- Discuss the ways in which the implementation of this plan addresses the educational goals and curriculum standards of the school, district, and state. Using "real" plans and methods of employing AutoCAD addresses the need to prepare students for the workplace. An additional benefit will be the integration of academic skills. Rather than teaching drafting, I'm really addressing problem-solving and critical thinking. No matter what my students do or where they go, they will need these skills.

teachers
learning in the community

# general forms



# Application for Teachers

Applying for:

- ❑ Learning Site Analysis
- ❑ Job Shadow
- ❑ Internship
- ❑ Telementoring
- ❑ Other _____

## General Information

Name: _____

Subject area/grade: _____

Home address: _____

Home phone: _____ Work phone: _____ Fax: _____ E-mail: _____

School name and address: _____

Have you previously participated in work-based professional development? ❑ yes ❑ no

If yes, what type?

With which organization?

## Workplace Information

Have you already contacted an organization? ❑ yes ❑ no

If yes, please specify:

Organization name: _____ Contact person: _____

Address: _____ Phone: _____

Anticipated date(s) of professional development: _____

If no, describe your goals for a placement:

_____

_____

I understand that upon completion of this professional development, I will incorporate what I have learned into my classroom, curriculum, or instruction, and share my experiences with my colleagues.

_____ _____

Teacher signature Coordinator signature

_____ _____

Date Date

# Application for Teachers

Applying for:

- ☐ Learning Site Analysis
- ☐ Job Shadow
- ☐ Internship
- ☑ Telementoring
- ☐ Other _____

## General Information

Name: Gordon Forrester

Subject area/grade: 6th-grade language arts

Home address: 345 Willow Crescent, Any Town, U.S.A.

Home phone: 555-0101 Work phone: 555-1010 Fax: 555-1001 E-mail: gforrest@xxx.edu

School name and address: Any school, Anywhere, U.S.A

Have you previously participated in work-based professional development? ☑ yes ☐ no

If yes, what type? I visited a publisher for a summer job shadow.

With which organization? L&C Publishing

## Workplace Information

Have you already contacted an organization? ☐ yes ☑ no

If yes, please specify:

Organization name: _____ Contact person: _____

Address: _____ Phone: _____

Anticipated date(s) of professional development: _____

If no, describe your goals for a placement:

I want to research advertising firms and try to set up a telementoring experience with one of them.

I understand that upon completion of this professional development, I will incorporate what I have learned into my classroom, curriculum, or instruction, and share my experiences with my colleagues.

| Gordon Forrester | Josephine Cartwright |
|---|---|
| Teacher signature | Coordinator signature |
| January 15, xxxx | January 22, xxxx |
| Date | Date |

# Participation Form for Community Contacts

Name: _____

Title: _____

Organization name: _____

Address: _____

Work phone: _____ Fax: _____ E-mail: _____

Have you previously hosted a teacher at your workplace? ❑ yes ❑ no

If yes, describe the activity the teacher completed: _____

_____

_____

What kind of activity would you like to participate in?

- ❑ **Learning Site Analysis:** an indepth interview conducted at your organization (45–60 minutes)
- ❑ **Job Shadow:** an opportunity for a teacher to observe your daily routine and interview you about your job and workplace (3–8 hours)
- ❑ **Internship:** a project-based experience that involves the teacher in the productive work of the organization (2–12 weeks)
- ❑ **Telementoring:** an ongoing, structured mentoring relationship via e-mail
- ❑ **Other:** _____

When could you host a teacher? _____

Would you be willing to host a teacher whose subject or experience is not directly related to your field, provided he or she is interested in learning about your work? ❑ yes ❑ no

If a teacher comes to my workplace, I am willing to help him or her acquire new skills and knowledge about my organization.

_____ _____

*Community contact signature* *Date*

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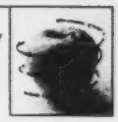

# Participation Form for Community Contacts

Name: Jessie Hughes

Title: Associate Editor

Organization name: L&C Publishing

Address: Anywhere, U.S.A

Work phone: 555-9999 Fax: 555-9989 E-mail: jessie@XX.com

Have you previously hosted a teacher at your workplace? ❑ yes ☑ no

If yes, describe the activity the teacher completed: We've had high school students do summer internships and job shadows, but we have not yet hosted teachers. Telementoring offers interesting possibilities, especially since we use e-mail as a primary form of communication.

What kind of activity would you like to participate in?

- ❑ **Learning Site Analysis:** an indepth interview conducted at your organization (45–60 minutes)
- ❑ **Job Shadow:** an opportunity for a teacher to observe your daily routine and interview you about your job and workplace (3–8 hours)
- ❑ **Internship:** a project-based experience that involves the teacher in the productive work of the organization (2–12 weeks)
- ☑ **Telementoring:** an ongoing, structured mentoring relationship via e-mail
- ❑ **Other:** _____

When could you host a teacher? Summer is slower for us — this would be a good time.

Would you be willing to host a teacher whose subject or experience is not directly related to your field, provided he or she is interested in learning about your work? ☑ yes ❑ no

If a teacher comes to my workplace, I am willing to help him or her acquire new skills and knowledge about my organization.

Gordon Forrester
*Community contact signature*

February 20, xxxx
*Date*

# Learning Agreement

Teacher's Name: _____

School: _____

Community Contact: _____

Organization: _____

Activity: ❑ **Learning Site Analysis** ❑ **Job Shadow** ❑ **Internship**
❑ **Telementoring experience** ❑ **Other** _____

Starting date: _____ Concluding date: _____ Hours per week: _____

Project description (if applicable): _____

_____

_____

In the space provided below, outline the responsibilities of each partner:

| **The teacher will:** | **The organization will:** |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

In addition to meeting the responsibilities as stated, I agree to: (1) adhere to all personnel and safety policies of the workplace, and (2) hold in discreet trust any confidential information I see, hear, or read while at this workplace.

Teacher signature _____ Date _____

In addition to meeting the responsibilities as stated, I agree to complete an evaluation of the experience using forms provided by the school.

Community contact signature _____ Date _____

# Learning Agreement

Teacher's Name: Gordon Forrester

School: Any School, U.S.A.

Community Contact: Ms. Jessie Hughes

Organization: L&C Publishing

Activity: ❑ **Learning Site Analysis** ❑ **Job Shadow** ❑ **Internship**
☑ **Telementoring experience** ❑ **Other** _____

Starting date: July 1 Concluding date: August 15 Hours per week: 10–15

Project description (if applicable): 1. To examine and discuss the company's style manual. 2. To compile an updated list of proofreaders' marks. 3. To discuss the process used for evaluating a new manuscript

In the space provided below, outline the responsibilities of each partner:

| **The teacher will:** | **The organization will:** |
|---|---|
| communicate on a daily basis with editor | return e-mail and provide information |
| read company style manual | provide introduction to company |
| interview editors about proofreading | set up interviews with editors |
| compile updated list of proofreaders' marks | review list and provide feedback |
| initiate conversation about new manuscripts | outline the evaluation process |

In addition to meeting the responsibilities as stated, I agree to: (1) adhere to all personnel and safety policies of the workplace, and (2) hold in discreet trust any confidential information I see, hear, or read while at this workplace.

Teacher signature Gordon Forrester Date March 23, xxxx

In addition to meeting the responsibilities as stated, I agree to complete an evaluation of the experience using forms provided by the school.

Community contact signature Jessie Hughes Date April 2, xxxx

# Evaluation Form for Teachers

Name: _____

School: _____

I completed: ❑ Learning Site Analysis ❑ Job Shadow ❑ Internship
❑ Telementoring ❑ Other _____

Organization contact person or supervisor: _____

- Did the experience meet your overall expectations? ❑ yes ❑ no

  If no, what do you wish you had achieved? _____

- Will the experience help you improve, modify, adapt, or change your curriculum content and/or processes? ❑ yes ❑ no

  If yes, in what ways? _____

  _____

  _____

  If no, how could the experience be improved? _____

- Would you be interested in doing another workplace professional development experience? ❑ yes ❑ no

  If yes, what type of experience? _____

  _____

- What did you learn that you did not expect? _____
- Do you think this experience will help you prepare students for their future? ❑ yes ❑ no
- Would you recommend workplace professional development to your colleagues? ❑ yes ❑ no
- Did you make contacts you can use in the future? ❑ yes ❑ no

  If yes, list the name and department of contacts: _____

  _____

- Additional comments: _____

  _____

  _____

# Evaluation Form for Teachers

Name: Gordon Forrester

School: Any School

I completed: ☐ Learning Site Analysis ☐ Job Shadow ☐ Internship
☑ Telementoring ☐ Other _____

Organization contact person or supervisor: Jessie Hughes

- Did the experience meet your overall expectations? ☑ yes ☐ no

  If no, what do you wish you had achieved? _____

- Will the experience help you improve, modify, adapt, or change your curriculum content and/or processes? ☑ yes ☐ no

  If yes, in what ways? I plan to discuss how "style" depends on context, audience, and the publication. I also plan to adapt the new manuscript evaluation for classroom use and institute peer-editing workshops.

  If no, how could the experience be improved? _____

- Would you be interested in doing another workplace professional development experience? ☑ yes ☐ no

  If yes, what type of experience? I want to work with a company that produces/creates Web sites.

- What did you learn that you did not expect? E-mail etiquette!
- Do you think this experience will help you prepare students for their future? ☑ yes ☐ no
- Would you recommend workplace professional development to your colleagues? ☑ yes ☐ no
- Did you make contacts you can use in the future? ☑ yes ☐ no

  If yes, list the name and department of contacts: Eugene Richman in printing; Dawn Reynolds in editing

- Additional comments: This was a great entry into the telementoring experience. I was well received by the company and well informed by the employees. Next summer I plan to embark on an internship and examine writing on the Web.

# Community Contact Evaluation Form

Name: _____

Organization: _____

I participated in: ❑ Learning Site Analysis ❑ Job Shadow ❑ Internship
❑ Telementoring experience ❑ Other _____

Teacher's name: _____

School: _____

- Did the experience meet your overall expectations? ❑ yes ❑ no

  If no, how would you improve the experience? _____

  _____

- What did you or the organization gain by working with the teacher? _____

  _____

- Was the teacher sufficiently prepared for the experience? ❑ yes ❑ no

  If no, in what way was he or she not prepared? _____

  _____

- Are you willing to provide another work experience for a teacher in the future?
  ❑ yes ❑ no

  If yes, what type of experience would you like to participate in? _____

  _____

- Would you recommend participation to your professional peers? ❑ yes ❑ no
- Do you think it is important for teachers to learn in the workplace? ❑ yes ❑ no

Additional comments: _____

_____

_____

_____

# Community Contact Evaluation Form

Name: Jessie Hughes

Organization: L&C Publishing Company

I participated in: ☐ Learning Site Analysis ☐ Job Shadow ☐ Internship
☑ Telementoring experience ☐ Other _____

Teacher's name: Gordon Forrester

School: Any School

- Did the experience meet your overall expectations? ☑ yes ☐ no
  If no, how would you improve the experience? _____

- What did you or the organization gain by working with the teacher? Insight into reading habits of adolescents. Feedback on style manual. Teamwork. Updated list of proofreaders' marks.

- Was the teacher sufficiently prepared for the experience? ☑ yes ☐ no
  If no, in what way was he or she not prepared? _____

- Are you willing to provide another work experience for a teacher in the future?
  ☑ yes ☐ no
  If yes, what type of experience would you like to participate in? onsite visits, internships, telementoring for both students and teachers

- Would you recommend participation to your professional peers? ☑ yes ☐ no

- Do you think it is important for teachers to learn in the workplace? ☑ yes ☐ no

Additional comments: The telementoring experience was a positive one. Mr. Forrester took the time to give us valuable feedback and performed an important function for the company. In turn, we hope to help him with school projects in the future. Next year we plan to host several teachers on site.

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# Workplace Assessment For Student Learning

Your name: _____ Date: _____

Type of Experience: ❑ Learning Site Analysis ❑ Job Shadow ❑ Internship
❑ Telementoring ❑ Other _____

From: _____ _____ to: _____
(month/day/year) (month/day/year)

Name of organization: _____

Type of workplace: _____

Owner/Manager: _____

Workplace Address: _____

Phone: _____ E-mail: _____ Internet Address: _____

- Do you recommend the workplace for student placements? ❑ yes ❑ no

  If no, why not? _____

  _____

- Is the workplace willing to accept students for future workplace experiences?

  ❑ yes ❑ no

- Rate the site according to its potential for the following student activities:

| Activity | Excellent | Possible | Unlikely | Not Suitable (please comment) |
|---|---|---|---|---|
| Structured field trip | _____ | _____ | _____ | _____ |
| Job shadow | _____ | _____ | _____ | _____ |
| Classroom/school speaker | _____ | _____ | _____ | _____ |
| Internship | _____ | _____ | _____ | _____ |
| Source of materials | _____ | _____ | _____ | _____ |

- List the names and departments of potential contacts for student placement:

| Name | Department |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

# Workplace Assessment For Student Learning

Your name: Gordon Forrester Date: August 1, xxxx

Type of Experience: ❑ Learning Site Analysis ❑ Job Shadow ❑ Internship
☑ Telementoring ❑ Other _____

From: July 1, xxxx (month/day/year) to: August 1, xxxx (month/day/year)

Name of organization: L&C Publishing

Type of workplace: Small publishing company

Owner/Manager: Ms. Jessie Hughes

Workplace Address: Anywhere, USA

Phone: 555-1234 E-mail: _____ Internet Address: _____

- Do you recommend the workplace for student placements? ☑ yes ❑ no

  If no, why not? _____

- Is the workplace willing to accept students for future workplace experiences?
  ☑ yes ❑ no

- Rate the site according to its potential for the following student activities:

| Activity | Excellent | Possible | Unlikely | Not Suitable (please comment) |
|---|---|---|---|---|
| Structured field trip | ✓ | | | |
| Job shadow | ✓ | | | |
| Classroom/school speaker | | ✓ | | |
| Internship | | ✓ | | |
| Source of materials | ✓ | | | |

- List the names and departments of potential contacts for student placement:

| Name | Department |
|---|---|
| Jack Templeton | human resources |
| Ivan Grabowski | printing |
| Dawn Reynolds | editing |
| Maria Lopez | accounting |

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# glossary

**This glossary defines terms used in this guide as well as others relevant to work-based learning. Use it as a tool to help build a common understanding of work-based learning among all the partners who make it happen—students, parents or guardians, teachers, program coordinators, school administrators, union representatives, business leaders, employees, and other active members of your community.**

**All aspects of the industry (AAI).** This approach to work-based learning emphasizes broad, transferable knowledge of the workplace rather than job-specific skills. As originally defined by the Carl D. Perkins Vocational and Applied Technology Act, all aspects of the industry includes these eight components common in every industry or enterprise: (1) planning, (2) management, (3) finance, (4) technical and production skills, (5) underlying principles of technology, (6) labor issues, (7) community issues, and (8) health, safety, and environmental issues. Some programs using this all-aspects framework have added additional components, such as ethics, history, and economics.

You can use AAI to help your students see the big picture of any job, industry, or career. This framework for learning broadens students' awareness and understanding both of work and themselves.

**Career.** A career is the lifelong intersection of education and employment, as opposed to a single job at one moment in time. Making decisions that result in a satisfying career depends on applying accurate information about the labor market to one's own interests and values.

**Career education.** Career education is a lifelong process of investigating employment options and exploring, developing, and refining one's career interests and skills.

**Career exploration.** A worksite experience (typically 10 to 30 hours over the course of several days or weeks) during which the student observes and interacts with workers, participates in hands-on activities, and completes written assignments to learn about the skills and knowledge required at the workplace.

**FOR MORE INFORMATION** on structuring these experiences, check out the *Career Exploration Guide for Students* and the *Career Exploration Guide for Staff*, two other products in the *Connections* series (see the inside back cover).

**Competency-based education.** A curriculum and instructional approach based on the demonstration of knowledge and skills.

**Cooperative education.** A paid work experience arranged and supervised by a school for which a student receives academic credit and works toward an occupational goal.

"I found that students were much more productive on field trips if they had work to do during those outings, real work that was important to them and responsive to the needs of the community. It wasn't until I completed a summer internship at an insurance company that I had the contacts and context to make work-based learning work."

-Mathematics Teacher

**Continuum of work-based learning.** A progression of worksite experiences that range from field trips to extensive work-based learning. As the worksite experiences become increasingly complex, greater time and commitment are required from teachers, community contacts, and students.

**Employability skills.** Work habits, social skills, and attitudes valued by employers in any occupational area (e.g., responsibility, communication, initiative, teamwork, cooperation, attendance, organization, and flexibility).

**Entry-level skills.** The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer.

**Extensive work-based learning.** A worksite experience (typically three to 12 months) during which a student progresses through a planned sequence of increasingly demanding activities integrated with academic learning to (1) learn entry-level job skills and (2) receive skill certification and/or postsecondary school credits.

**Fair Labor Standards Act (FLSA).** A federal law, originally enacted in 1938, that includes rules and regulations regarding child labor. The FLSA is applicable in every state; however, there are variations in state and federal child labor laws. If state and federal rules and regulations conflict, the stricter one applies.

**Field trip.** A worksite experience (typically one to three hours) during which a group of students, escorted by school staff, tours a business and speaks with workers.

"My students worked at a museum helping the curator transcribe documents and catalog artifacts. At the same time, each of them explored an historical figure of regional prominence. Never before have my students been so involved."

-Civics Teacher

**Integrated curriculum.** A way of organizing curriculum content so that academic learning and hands-on worksite experiences are linked to complement and reinforce each other.

**Industry skill standards.** Employer-defined and accepted levels of performance required for success in a particular occupation. Standards set by industries typically define core competencies and the related knowledge and skills integral to specific jobs.

**Internship.** A worksite experience (typically two to 12 weeks) during which a student completes a planned series of activities, set of learning objectives, or project(s) designed to give a broad understanding of a business or occupational area. An internship

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culminates in a demonstration (product or presentation) of learning jointly evaluated by school and worksite staff.

**Job shadow.** A worksite experience (typically three to eight hours) during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and workplace.

**Mentor.** A trusted, experienced, and interested individual who guides the development, education, and/or career of a younger or less experienced person. Many school districts recruit, train, and coordinate community volunteers to serve as both career and personal mentors for students.

**Nontraditional occupations.** Occupations in which representation of men or women has traditionally been less than 25 percent. For example, nontraditional occupations for women include auto mechanics and engineering; nontraditional occupations for men include nursing and secretarial work.

**Occupational skills.** The ability to perform tasks specific to a particular job. Occupational skills or job skills are sometimes contrasted with employability skills that are common to all jobs; for example, using a cash register is an occupational skill, while the ability to communicate well is an employability skill.

"As a parent, I want my kids to understand how the three "R's" fit into everybody's work day. I want them to see the relevance of the skills they learn. Like all parents, I also want to know that my kids will eventually leave my household."

–PTA President

**Occupational Safety and Health Administration (OSHA).** A federal agency that develops and issues regulations concerning health and safety on the job; it conducts investigations and inspections to determine workplace compliance.

**Portfolio.** A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios to record educational outcomes and for assessment purposes.

**Reflection.** Activities and assignments that are designed to (1) encourage students to analyze their learning experiences in the context of their interests, abilities, and values, (2) connect

work with what they are learning in school, and (3) set meaningful personal and career goals. Reflection can be organized as group discussion, journal writing, role playing, or multimedia projects as well as any other activities that help students apply what they have learned to their own lives and future.

**School-to-work-transition.** By restructuring education so that school-based learning is integrated with learning in the community, school-to-work (also called school-to-careers) increases opportunities for all students to identify and pursue their educational and career goals.

"SCANS identifies skills necessary for success in the workforce, skills like problem-solving and time management. At the beginning of my course, I give each teacher a list of the SCANS skills so that they can identify concrete examples during their internships. Each teacher has been able to use these examples to advise and guide their students."

-Teacher Educator

**SCANS (Secretary's Commission on Achieving Necessary Skills).** A 1991 federal report commissioned by the U.S. Department of Labor, *What Work Requires of Schools*, that identifies skills and competencies necessary for work readiness in any occupational area. The skills are divided into two categories: (1) foundation skills (basic skills, thinking skills, and personal qualities), and (2) workplace competencies (the ability to productively use resources, interpersonal skills, information, systems, and technology).

**Skill certification.** Official confirmation that a student or worker can successfully perform a task to a set of accepted standards.

**Transferable skills.** Skills that are interchangeable among different jobs and workplaces. For example, the ability to handle cash is a skill transferable from restaurant cashier to bank teller; the ability to function well as a team member is transferable among most jobs and workplaces.

**Work-based learning.** A structured learning experience that integrates worksite experiences with classroom instruction. Through work-based learning students gain employability and occupational skills while applying and advancing their knowledge in academic areas.

**Worksite contact person.** The person at a worksite who coordinates work-based learning activities for students. This person's responsibilities may include (1) maintaining contact with school staff, (2) acting as a resource for other employees working with students, and (3) identifying the support necessary to provide a meaningful experience for students.

# Connections: Linking Work and Learning

**This is a series of products designed to facilitate work-based learning so that youth make informed career choices and experience success in the world of work. Other products in the series include:**

**Employer Recruitment and Orientation Guide**—Helps school staff develop and implement strategies to recruit and orient employers for providing work-based learning experiences for students. The guide includes 15 fact sheets, answering the questions most commonly asked by employers, that can be used for a variety of recruitment and orientation purposes.

**Job Shadow Guide**—Helps a student investigate a specific job during several hours at a worksite. A companion piece for staff outlines how to plan and implement effective job shadow experiences.

**Career Exploration Guide**—Helps a student explore all aspects of a job/career over the course of several days at a worksite. A companion piece for staff outlines how to plan career explorations that are of maximum benefit to students.

**Learning Site Analysis Form**—Used collaboratively by school and worksite staff, this tool helps identify and analyze the learning potential of a worksite.

**Integrated Workplace Learning Project**—Highlights individual or group projects that integrate academics with work-based learning.

**Survival Skills Guide**—Provides strategies for identifying and teaching survival skills essential for independent living.

**Learning in the Community: From A to Z**—Gives a tour of key concepts and strategies intrinsic to making the community an extension of the classroom.

To order materials in this series, contact NWREL's Document Reproduction Service at (800) 547-6339, ext. 519

For information about related staff development workshops, contact NWREL's Education and Work Program at (800) 547-6339, ext. 595 or (503) 275-9595.



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# reproducible forms

- Learning Site Analysis Form (LSAF)
- Job Shadow Guide
- Internship Forms
- General Forms

CONNECTIONS

Northwest Regional Educational Laboratory

# A

analyze

## Learning Site Analysis Form

Workplace contact

Title

Organization

Address

Phone

School contact

Date

CONNECTIONS
LINKING WORK AND LEARNING

# Tips for completing the Learning Site Analysis Form

The purpose of the *Learning Site Analysis Form (LSAF)* is to identify opportunities for students to learn at a workplace and to connect that experience with learning in school.

The *LSAF* is designed to facilitate a conversation between you (a teacher or other school staff member) and the employer or employee who will be working directly with students. Through the conversation you will gain a broad understanding of how and under what conditions that person does his or her job. And together you will begin to explore different ways students can become active learners both inside and outside the classroom.

Following are tips for making the *LSAF* process go smoothly:

- Let the employer or employee see a copy of the *LSAF* before your scheduled conversation. It will save time if he or she knows what kinds of questions to expect.
- Specify how much time you will need for the meeting before you begin.
- Explain the purpose of the *LSAF*, briefly describing the benefits of students learning at the workplace.
- Before asking questions, read to the employer the directions at the beginning of each section.
- Use the examples and cue words in the margins as prompts to help the conversation run smoothly.
- Remember, this is a conversation. It is a chance to meet new people in your community and exchange ideas about new ways for students to learn.

# Part 1 — Your Job

**Directions:** The purpose of these questions is to paint a detailed picture of the skills and activities associated with the job.

**1) Describe your work environment.**

**2) What is a typical day at work like?**

**A**

analyze

✔ FOR EXAMPLE:

- Physical layout
- work atmosphere
- Dress code
- Number of staff
- Stress level

PROBE QUESTIONS:

- What hours do you work?
- What kinds of tasks do you do on a daily basis?
- What kinds of decisions do you make regularly?
- Whom do you interact with on most days?
- Do you generally deal more with people or equipment?
- Do you work independently or as part of a team?
- Can you usually work uninterrupted by meetings, phone calls, or emergencies?
- What is the "rhythm" of your day? When are things busy and when do they slow down?

# A

analyze

## Your Job . . . cont.

3) What are the five most important responsibilities of your job?

✔ FOR EXAMPLE:

- Using tools (drill, microscope, camera)
- Using information (data analysis, teaching)
- Using technology (software design, word processing)

4) What technical skills do you need to do your job?

✔ FOR EXAMPLE:

- Listening to customers
- Being a team player
- Resolving conflict
- Communicating clearly
- Working with diverse people
- Teaching others

5) What interpersonal skills do you need to do your job?

✔ FOR EXAMPLE:

- Helping others
- Adapting to change
- Allocating resources
- Thinking creatively
- Taking a leadership role
- Improving systems
- Ttime management
- Supervising other people

6) What additional skills and/or personal qualities does your job require?

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# Your Job . . . cont.

## A

analyze

7) **How did you acquire the skills you just identified?**

✔ FOR EXAMPLE:

- College courses
- On-the-job training
- Self-taught
- apprenticeship
- Professional development
- Trade journals
- Observation
- Vendor workshops

8) **How could you help a student learn and practice the skills you identified as important to your job in questions #4 through #6?**

℘ PROBE QUESTIONS:

- A student cannot do your job, but what tasks (e.g., data entry, research, drafting a memo) could he or she do to help you in your work?
- What hands-on activities could a student do to get a flavor for your job?

9) **Describe a recent problem on the job and how you solved it.**

℘ PROBE QUESTIONS:

- How did you discover the problem?
- How did you handle it?
- Who else was involved in solving the problem?
- What was the outcome?
- How will you ensure the problem does not recur?

# A

analyze

## Your Job . . . cont.

PROBE QUESTIONS:

- Is your job harder if other people don't do their jobs well?
- Do other people rely on your doing your work well?

**10) How is your work interdependent with that of others in your organization?**

✔ FOR EXAMPLE:

- Customer opinions
- Stock market trends
- World news
- New technologies
- Sales figures

**11) What kinds of information do you need to use, analyze, and/or stay up-to-date on to do your job effectively?**

✔ FOR EXAMPLE:

- Resolving an issue in your field or business
- Using different equipment
- Rethinking a process
- Getting more training

**12) What would improve the efficiency of your job?**

✔ FOR EXAMPLE:

- New technology introduced
- More education required
- New skills necessary
- Greater competition in the worldwide marketplace
- More opportunities with an expanded demand for products and services

**13) How do you think your job will change over the next 10 years? Why?**

# Part 2—The Workplace

**A**

analyze

**Directions:** The purpose of these questions is to find out about the workplace environment.

**14) What are the health and safety issues at the workplace?**

✔ FOR EXAMPLE:

- Smoking policy
- Drug testing
- Labor law age restrictions
- Special clothes (smock, uniform, safety shoes)
- Special gear (gloves, goggles, hard hat)

**15) What technology and special tools are used by you and others at the workplace?**

✔ FOR EXAMPLE:

- Computers
- Hand tools
- Lasers
- Scales
- Fax machines
- Marker boards/flip charts
- Cellular phones
- Photocopiers
- Medical instruments
- Calculators

**16) What written materials are used at the workplace?**

✔ FOR EXAMPLE:

- Purchase orders
- Contracts
- Bilingual dictionaries
- Maps
- Training manuals
- Equipment specifications
- Federal, state, or local rules and regulations
- Directories

# A

analyze

## The Workplace . . . cont.

PROBE QUESTIONS:

- Who makes decisions about goals and does strategic planning?
- How are resources (e.g., time, money, materials) allocated?
- How are frontline workers involved in decisionmaking?
- How is worker performance assessed?

**17) How is the workplace managed to ensure that it is productive and financially sound?**

PROBE QUESTIONS:

- How does the workplace affect the local economy?
- What zoning laws apply?
- What environmental factors determine how the workplace operates?
- What civic activities is the workplace involved in?

**18) What impact does the workplace have on the local and global communities?**

# Part 3—Learning on Site

**Directions:** The purpose of these questions is to brainstorm ideas about the ways students can acquire and/or enhance job-related and academic skills at the workplace.

**A**

analyze

**19) What academic skills do you need to do your job?**

✔ FOR EXAMPLE:

- English, to write memos
- Math, to manage budgets
- Chemistry, to do lab tests
- Geography, to create maps

**20) What are at least three ways a student could learn or apply mathematics at the workplace?**

? PROBE QUESTIONS:

- In what ways are basic computation (addition, subtraction, multiplication) and numerical concepts (fractions, decimals, percentages) a part of your job or the jobs of others at the workplace?
- Could a student use math skills to do tasks such as estimate, prepare graphs, and help with inventory?

# A

analyze

## Learning on Site . . . cont.

✔ FOR EXAMPLE:

- Composing memos or letters
- Editing documents
- Public speaking
- Synthesizing data
- Greeting customers
- Taking messages

21) **What are at least three ways a student could learn or apply communication skills at the workplace?**

✔ FOR EXAMPLE:

- At a veterinarian's office, a student might investigate the effects of pet ownership on a person's health and sense of well-being.
- At a computer software design firm, a student could research the impact of electronic communication on the printing industry.
- At a dairy farm, a student might research the impact health trends have had on milk consumption.
- At a carpentry shop, a student could investigate how world markets are changing lumber specifications.

22) **What are at least three ways a student could explore social issues at the workplace to understand important aspects of your job or industry?**

# Learning on Site . . . cont.

**A**

analyze

**23) What are at least three ways a student could learn or apply scientific principles or concepts underlying your work?**

✔ FOR EXAMPLE:

- A student at an office could study the health risks of prolonged use of computer keyboards.
- At an auto repair shop, a student could examine car construction to establish which features are needed to protect passengers in side-impact accidents.
- A student at a fast-food restaurant could explore the chemical processes of the body that break down and store fat.

**24) What opportunities are there for students to contribute to a creative or artistic process or product at the workplace?**

✔ FOR EXAMPLE:

- In a retail store, a student could examine how presentation and lighting affect people's interest in shopping.
- At a day care center, a student could help produce a newsletter to parents.
- A student at a parts manufacturer could help create overheads for a presentation to potential clients.



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# A

analyze

## Learning on Site . . . cont.

✔ FOR EXAMPLE:

- In a doctor's office, where there is frequent turnover in receptionists, a student could develop a training manual to orient new staff to the computer and record-keeping system.
- At a bakery, a student could organize and oversee the donation of day-old bread and pastries to local homeless shelters.
- At a bookstore, a student could design and produce a flyer announcing a new lecture series.

25) **If a student were at your workplace to help you, what kinds of projects could you involve him or her in?**

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## Notes . . .

**A**

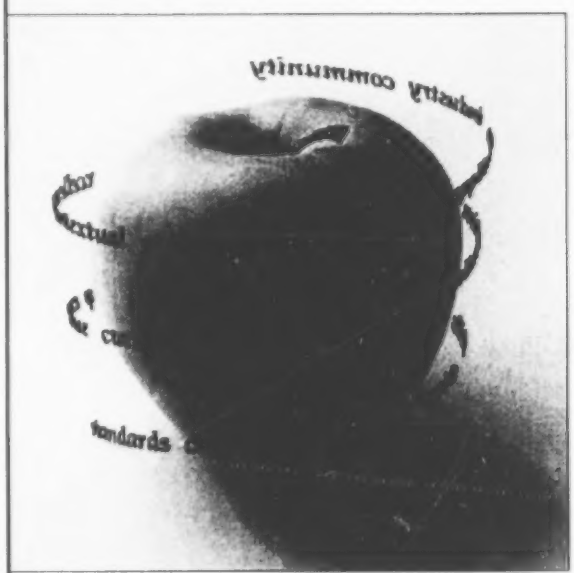
analyze

# S

shadow

# Job Shadow Guide

## For Teachers



Workplace contact

Title

Organization

Address

Phone

School contact

Date

CONNECTIONS
LINKING WORK AND LEARNING

**S**

shadow

"The questions that good literature asks are timeless. English teachers have always helped their students explore their place in the world. My observations in the workplace helped me find concrete examples to use in my English curriculum. I continually review books and other materials looking for real-world connections."

–English Teacher

# What Is a Job Shadow?

A job shadow is a workplace experience (typically three to eight hours) during which a teacher spends time one-on-one with a person in the community observing daily activities and asking questions about the job, organization, and industry.

## What is the purpose of a job shadow?

A job shadow can help you to:

- Generate ideas for integrating workplace experiences with curriculum content and instructional strategies
- Develop partnerships between your school and organizations in your community
- Facilitate an exchange of ideas about the ways in which school and work are related
- Combine the resources and skills of schools and organizations in order to provide relevant and rigorous educational experiences for young people

## How do you do a job shadow?

This guide is designed to focus your observations and provoke thought. You will find opportunities for envisioning, imagining, interviewing, examining, collecting, following up, reflecting, assessing, applying, and collaborating. Depending on your goals and the time available, you may want to pick and choose from these activities.

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# Planning

Job shadowing offers a community-centered path for professional growth. Typically the experience itself begins with a brief personal introduction, followed by an indepth interview and a thorough tour of the work site. This list is designed to help streamline the process.

## Before

You can locate a job shadow site in a variety of ways. In some schools, those arrangements will be made by an intermediary person or organization. In others, you will be asked to find your own site.

- Call the job shadow host to confirm:
  - Agenda for the job shadow
  - Meeting time and place
  - Directions
  - Parking
  - Identification and security clearance
  - Safety equipment and appropriate dress
- Take care of school logistics:
  - Arrange for a substitute based on district policy
  - Attend orientation session(s)
  - Inform colleagues
- Envision possibilities and imagine job shadow scenarios

## During

- Interview the host and take notes
- Observe and examine all aspects of the worksite
- Collect written material

**S**

shadow

"I gathered testimonial statements from employees to share with student groups that I counsel. Instantly I had more credibility!"

-Middle School Teacher

S

shadow

# Planning . . . cont.

**After**

- Write a follow-up letter
- Reflect on the experience and assess the site's potential for student learning
- Apply information gleaned from the experience
- Think of ways to collaborate with others in your building/community

the point is.... ... "Research is formalized curiosity."
—Zora Neale Hurston

# Envisioning

This job shadow could give you fresh ideas for enhancing your curriculum. It could provide you with new models for organizing projects within your school. It could help you assess sites for future student placements. It could . . .

Before you journey outside the classroom, take a moment to consider the possibilities.

What do you hope to gain by this experience?

What are the potential links between this experience and your classroom?

What background information would help you prepare for your visit?

the point is.... ..."Understanding is a two-way street."
—Eleanor Roosevelt

**S**

shadow

"Through job shadowing, I was able to increase my network of contacts for student job shadows and mentor pairing. I began building a much-needed connection between the local community and my business education classes."

-High School Teacher

**S**

shadow

"My job shadowing experiences gave me the opportunity to see adults with disabilities in a range of employment settings. Observing and interviewing these individuals triggered my thinking about job preparation for my students. When my students work in teams and on projects, I try to make them more conscious of the many skills needed in the workplace, both social and academic."

– Special Education Teacher

# Imagining

Contemplating the following scenarios may help deepen the job shadow experience. They can be used as a writing exercise or as prompts for group discussion.

- **Scenario #1**: Visiting this job site constitutes an act of diplomacy. In some ways you are an ambassador, representing both your school and your field. Your presence can help open the lines of communication between your school and this organization. Describe the role you want to play.

- **Scenario #2**: Take the perspective of your job shadow host. How might you feel about an educator coming to interview you? Brainstorm two lists: (1) potential challenges to communication, and (2) points of common interest.

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**the point is.....** **...as Einstein said, "Imagination is more important than knowledge."**

# Interviewing



The following list of questions constitutes a starting point for an initial conversation with your job shadow host. These questions address the skills and qualities needed for success in the workplace. The probe questions in the sidebar can focus or extend the conversation or serve as a guide in moments of silence. Depending on your objectives and time frame, you may want to add or delete questions. Space is provided at the end of this section for your own questions.

**Which subjects in high school and/or college are most relevant to the work that you do or the services you provide?**

PROBE QUESTION:

- In what ways do you use these skills?

Examples:

- ☐ Reading
- ☐ Critical thinking
- ☐ Active listening
- ☐ Interpersonal
- ☐ Creative expression

**To what extent are you involved in problem solving and/or decisionmaking?**

**What new skills have you learned at this workplace?**

PROBE QUESTION:

- How did you learn these skills?

Examples:

- ☐ Observation
- ☐ Independent study
- ☐ Class
- ☐ Practice

**S**

shadow

# Interviewing . . . cont.

What attitudes or personal qualities does this organization value? How is this information communicated to others?

PROBE QUESTION:

- How do these attributes contribute to successful job performance?

Examples:

- ☐ Self-esteem
- ☐ Social skills
- ☐ Self-management
- ☐ Integrity/honesty

How do you organize your day and schedule your time?

What other resources, in addition to time, do you manage?

✔ FOR EXAMPLE:

- ☐ Money
- ☐ Records
- ☐ Products
- ☐ Equipment
- ☐ People

In what capacity are you a member of a team and in what situations do you work alone?

# Interviewing ... cont.

What informal roles do you play in the organization?

How do you stay current in your field? What incentives does your organization provide for ongoing professional development?

What other occupational or volunteer roles did you progress through to reach your present position in this organization?

What outside resources or forces affect this organization?

**S**

shadow

✔ FOR EXAMPLE:

- Artist
- Technology guru
- Critic
- Humorist
- Gourmet

PROBE QUESTIONS:

- What future changes do you anticipate?
- Is continuing education a job requirement?
- What changes in technology have occurred?

**S**

shadow

✔ FOR EXAMPLE:
- Calculator
- Computer
- Heavy equipment
- Hand tools
- Precision instruments

# Interviewing . . . cont.

What equipment do you operate during a typical day?

What do you do if that equipment fails?

Additional questions or observations:

the point is.... ... conversation's an underused technology.

# Examining All Aspects

You may need to travel to different departments to get a sense of the many positions required to make an organization run. On your tour, you might want to create drawings, sketches, charts, or graphs in response to these prompts. In the sidebar are suggestions for further exploration.

**S**

shadow

"When I toured several industries, I saw how teamwork affects the workplace. On the soccer field, I point out that connection to my players."

–Soccer Coach

■ Identify examples of **planning** needs and documents.

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

Find out who makes regional and industry-wide decisions.

■ What is the predominant **management** technique?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

Does this style change in regard to people, money, or products?

■ How are **finances** handled in the organization?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

List the economic sources the company depends upon.

■ How is **technology** used to increase efficiency in the organization?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

How are staff trained or retrained to stay current with emerging technology?

S

shadow

# Examining All Aspects ... cont.

FOLLOW UP:

Does this organization have an affirmative action policy?

■ Describe the **ethnic diversity** of this organization.

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

How does this involvement benefit both the organization and the community?

■ What evidence of **community involvement** do you see?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

How are potentially hazardous materials or situations handled?

Do employees engage in recycling?

■ Look for evidence of attention to **health**, **safety**, and the **environment**.

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

FOLLOW UP:

How do labor and management communicate internally?

■ How do employees and management communicate and solve problems jointly? Are employees represented by a **labor** union?

| Concrete examples: | Who does it? Where? |
|---|---|
| | |

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the point is..... ... "My favorite thing is to go where I've never been." —Diane Arbus

# Collecting

The way an organization presents itself to the public in brochures, reports, and flyers conveys much about its culture. Internal memos can also provide information about communication and management style.

When collecting information samples, try to obtain a wide range of examples from a variety of departments. These documents can be used for a number of classroom purposes, from editing and writing exercises to career development activities and statistical analysis.

The following list provides numerous examples:

Materials reflecting values:

- Mission statement
- Organizational charts
- Grant applications
- Annual report
- Union contracts
- Day-care policy

Materials describing products or services offered:

- Brochure
- Menu
- Catalog

Materials tracking resources:

- Budget report
- Contracts
- Invoices

Materials informing employees:

- Personnel procedures
- Safety-response guidelines
- Pertinent federal or state legislation

**the point is....** **..."The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as we continue to live." —Mortimer Adler**

## S

shadow

"I arranged for managers from the various parts of our hospital to meet with a group of teachers. They shared information about work-readiness skills and academic standards. The managers left with a better understanding of educational trends. The teachers left with a better understanding of hiring trends."

—Hospital Administrator

S

shadow

"The mission of our school is to educate our students for our country. I take this charge seriously. I have many dedicated, older students who are interested in going into the community to see where they fit. I thought that I should do the same."

– GED Instructor

# Following up

Writing a follow-up letter can bring closure to the experience and extend the relationship. You might invite your host to visit your school or suggest ideas for a joint project involving your students. Whatever your situation, try to touch on these items in your letter:

- Appreciation for the opportunity
- Highlight of the experience
- Potential use of information in the classroom
- Ideas for future collaboration

At right is a sample letter to use as a model. →

[Date]

Dear Corie,

Thanks so much for allowing me to visit with you and tour the tower. I now have a much clearer understanding of the skills needed to be an air-traffic controller. I did not realize how much information air-traffic controllers have to be able to process and retain. Listening to you talk to pilots was exciting. I was amazed at how you kept all those planes apart!

This experience will help me show students that what they're learning in school are the skills you use every day—for instance, the communication skills you use to deal with stressful situations, the math skills you use to determine distance and climb ratios, and the social skills you need to deal with impatient pilots.

As we discussed, I'll be in touch with you soon about placing students in the tower on job shadows and internships.

Once again, thanks for a great day!

Sincerely,

Joe Mendez

**the point is.....** ...last impressions are often lasting.

# Reflecting and Assessing

Immediately following the job shadow, take some time to reflect on all the possible connections to your curriculum.

| Job Shadow Observation | Connection to Curriculum |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

A detailed **assessment** of your job shadow site in terms of its potential for student activities is a systematic way to evaluate the site and compare it with others.

Rate the site according to its potential for the following student activities:

| Activity | Excellent | Possible | Unlikely | Not Suitable |
|---|---|---|---|---|
| •Structured field trip | | | | |
| •Job shadow | | | | |
| •Classroom/school speaker | | | | |
| •Internship | | | | |
| •Source of materials | | | | |

List the names and departments of potential contacts for student placement:

| Name | Department |
|---|---|
| | |
| | |
| | |
| | |

**the point is.....** **..."I invent nothing. I rediscover." —Rodin**

## S

shadow

"Going out on job shadows forced me to face new situations. I had to admit that I didn't know the answers and then work through a process to find them. I think I now have more empathy for my students. They believe me when I tell them that learning can be intimidating. But I make sure that they have the self-confidence to face new challenges."

–Foreign Language Teacher

S

shadow

# Applying

As you think about your job shadow, consider how you might connect your teaching style, curriculum, and classroom to the daily realities of the workplace.

## ■ Ways of Structuring

In what ways might you structure your classroom differently?

✔ FOR EXAMPLE:
- Team projects
- Cooperative lessons
- Classroom layout
- Visual aids

## ■ Ways of Telling

What new knowledge or facts might you present? How will this help your students to meet district or state standards?

## ■ Ways of Showing

In what new ways could your students demonstrate their understanding of the content you are teaching?

✔ FOR EXAMPLE:
- Create a multimedia presentation
- Stage a reenactment
- Create a CD-ROM

# Applying . . . cont.

### Ways of Analyzing

How can your students become more effective problem solvers?

### Ways of Synthesizing

How can your students creatively integrate other disciplines, classes, or skills?

### Ways of Evaluating

What are some new ways you can measure your students' progress? How can members of the community be involved in this process?

the point is.... **... "A train of thought is only as good as its engineer." —seen on a bumper sticker**

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## S

shadow

"My job shadow experiences validated my teaching methods and helped me teach relevant, up-to-date lessons. I want to continue to offer task-oriented group activities for my seventh-grade students."

-Middle School Teacher

S

shadow

# Collaborating

Many educators testify to the transformative effects of job shadowing. They say that their students become more involved in course content and projects once the connection to careers is made.

**In what ways could you convey to other staff in your school the insights you have gained?**

✔ FOR EXAMPLE:

- Address the school board
- Make a presentation at an inservice
- Create a display
- Plan a parent meeting
- Contribute to school Web site
- Work with another teacher to devise an integrated lesson plan

**What other department members or local organizations could be involved in future job shadowing experiences for teachers?**

the point is.....**"An investment in knowledge always pays the best interest." —Benjamin Franklin**

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## Notes . . .

teachers
learning in the community

# internship forms

# Internship Daily Journal

**Reflection is an important element of the learning process. Take a moment each day to think about and record your impressions of your internship. The phrases below are suggestions to guide your reflection. Respond to some or all of them each day, or add ones of your own. Use the format of your choice (i.e., notebook, computer diary) to capture your ideas.**

- An insight I had today about this internship was . . .

- Something that triggered my thinking about my own work was . . .

- My students would be surprised to know that . . .

- I want to learn more about . . .

- (Add your own)

# Internship Weekly Log

**Each week you will learn and experience things that are the source of ideas for classroom projects and lessons.**

Name: _____ Internship Site: _____ Date: _____

■ I performed the following tasks that were new to me:

_____

_____

_____

■ I observed others learning on the job in the following ways:

_____

_____

_____

■ I observed and/or participated in the following issues related to company management or organizations:

_____

_____

_____

■ My activities this week might be incorporated into my curriculum or program in the following ways:

_____

_____

_____

■ I observed the following employee attitudes and/or interpersonal skills:

_____

_____

_____

■ I learned about the following challenges/issues that the organization is facing:

_____

_____

_____

■ I observed the application of the following academic skills:

_____

_____

_____

_____

_____

_____

■ I met the following people with whom I intend to stay in contact:

Name: _____
Title: _____
Phone: _____

Name: _____
Title: _____
Phone: _____

# Internship Workplace Overview

**During the course of your internship, write an overview of the workplace that describes its structure, scope of work, impact on the community and the local economy. If you wish to do a more comprehensive overview of the workplace, see the Learning Site Analysis Form contained within this guide.**

- Describe the workplace (e.g., products, services).

- What is the history of the organization?

- How does technology influence this workplace?

Information about the workplace can be gathered in a variety of ways, including annual reports, newspaper articles, interviews with employees, employment departmental data, and increasingly, the Internet.

- How is the workplace managed to ensure it is productive and financially sound?

- What impact does the workplace have on the local community?

- What impact does it have on the global community?

- What are the health and safety issues at the workplace?

- In what ways do you predict this workplace will change in the next five years? The next 10?

# Internship
## Employee Interview(s)

**During the course of your internship, try to interview one or more employees. The purpose of this interview is to gather detailed information on the range of skills required at the workplace and the different ways to acquire those skills. If you do multiple interviews, select employees who have different responsibilities within the organization.**

Employee name: _____ Date: _____

Title: _____ Internship site: _____

- What are the five major responsibilities of your job?

- What technical skills are required by your job?

- What other skills and/or personal qualities do you need to do your job?

- What academic skills do you need to do your job?

- How did you acquire the skills you just identified?

- How do you continue to learn on the job?

- What creative or artistic opportunities do you have in your job?

- What opportunities do you have to participate in the management of the workplace?

# Internship Action Plan

**The action plan documents how you will apply what you have learned during your internship. Review your daily journal, weekly log, employee interview(s), and workplace overview for additional ideas.**

- What curriculum activities/units are you planning that can be enriched by your internship?

- Explain how your internship has influenced your thinking about the content and process of your curriculum.

- How will you put your thinking into action?

- List the people from the school and worksite whose can help support you in your efforts.

- Discuss the ways in which the implementation of this plan addresses the educational goals and curriculum standards of the school, district, and state.

teachers
learning in the community

# general forms

# Application for Teachers

Applying for:

- ❑ Learning Site Analysis
- ❑ Job Shadow
- ❑ Internship
- ❑ Telementoring
- ❑ Other _____

## General Information

Name: _____

Subject area/grade: _____

Home address: _____

Home phone: _____ Work phone: _____ Fax: _____ E-mail: _____

School name and address: _____

Have you previously participated in work-based professional development? ❑ yes ❑ no

If yes, what type?

With which organization?

## Workplace Information

Have you already contacted an organization? ❑ yes ❑ no

If yes, please specify:

Organization name: _____ Contact person: _____

Address: _____ Phone: _____

Anticipated date(s) of professional development: _____

If no, describe your goals for a placement:

_____

_____

I understand that upon completion of this professional development, I will incorporate what I have learned into my classroom, curriculum, or instruction, and share my experiences with my colleagues.

_____ _____

Teacher signature Coordinator signature

_____ _____

Date Date

# Participation Form for Community Contacts

Name: _____

Title: _____

Organization name: _____

Address: _____

Work phone: _____ Fax: _____ E-mail: _____

Have you previously hosted a teacher at your workplace? ❑ yes ❑ no

If yes, describe the activity the teacher completed: _____

_____

_____

What kind of activity would you like to participate in?

- ❑ **Learning Site Analysis:** an indepth interview conducted at your organization (45–60 minutes)
- ❑ **Job Shadow:** an opportunity for a teacher to observe your daily routine and interview you about your job and workplace (3–8 hours)
- ❑ **Internship:** a project-based experience that involves the teacher in the productive work of the organization (2–12 weeks)
- ❑ **Telementoring:** an ongoing, structured mentoring relationship via e-mail
- ❑ **Other:** _____

When could you host a teacher? _____

Would you be willing to host a teacher whose subject or experience is not directly related to your field, provided he or she is interested in learning about your work? ❑ yes ❑ no

If a teacher comes to my workplace, I am willing to help him or her acquire new skills and knowledge about my organization.

_____ _____

*Community contact signature* *Date*

# Learning Agreement

Teacher's Name: _____

School: _____

Community Contact: _____

Organization: _____

Activity: ❑ **Learning Site Analysis** ❑ **Job Shadow** ❑ **Internship**
❑ **Telementoring experience** ❑ **Other** _____

Starting date: _____ Concluding date: _____ Hours per week: _____

Project description (if applicable): _____

_____

_____

In the space provided below, outline the responsibilities of each partner:

| **The teacher will:** | **The organization will:** |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

In addition to meeting the responsibilities as stated, I agree to: (1) adhere to all personnel and safety policies of the workplace, and (2) hold in discreet trust any confidential information I see, hear, or read while at this workplace.

Teacher signature _____ Date _____

In addition to meeting the responsibilities as stated, I agree to complete an evaluation of the experience using forms provided by the school.

Community contact signature _____ Date _____

# Evaluation Form for Teachers

Name: _____

School: _____

I completed: ❑ Learning Site Analysis ❑ Job Shadow ❑ Internship
❑ Telementoring ❑ Other _____

Organization contact person or supervisor: _____

- Did the experience meet your overall expectations? ❑ yes ❑ no

  If no, what do you wish you had achieved? _____

- Will the experience help you improve, modify, adapt, or change your curriculum content and/or processes? ❑ yes ❑ no

  If yes, in what ways? _____

  _____

  _____

  If no, how could the experience be improved? _____

- Would you be interested in doing another workplace professional development experience? ❑ yes ❑ no

  If yes, what type of experience? _____

  _____

- What did you learn that you did not expect? _____
- Do you think this experience will help you prepare students for their future? ❑ yes ❑ no
- Would you recommend workplace professional development to your colleagues? ❑ yes ❑ no
- Did you make contacts you can use in the future? ❑ yes ❑ no

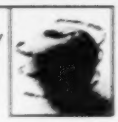
  If yes, list the name and department of contacts: _____

  _____

- Additional comments: _____

  _____

  _____



# Community Contact Evaluation Form

Name: _____

Organization: _____

I participated in: ❑ **Learning Site Analysis** ❑ **Job Shadow** ❑ **Internship**
❑ **Telementoring experience** ❑ **Other** _____

Teacher's name: _____

School: _____

- Did the experience meet your overall expectations? ❑ yes ❑ no

  If no, how would you improve the experience? _____

  _____

- What did you or the organization gain by working with the teacher? _____

  _____

- Was the teacher sufficiently prepared for the experience? ❑ yes ❑ no

  If no, in what way was he or she not prepared? _____

  _____

- Are you willing to provide another work experience for a teacher in the future?
  ❑ yes ❑ no

  If yes, what type of experience would you like to participate in? _____

  _____

- Would you recommend participation to your professional peers? ❑ yes ❑ no
- Do you think it is important for teachers to learn in the workplace? ❑ yes ❑ no

Additional comments: _____

_____

_____

_____

# Workplace Assessment For Student Learning

Your name: _____ Date: _____

Type of Experience: ❑ Learning Site Analysis ❑ Job Shadow ❑ Internship
❑ Telementoring ❑ Other _____

From: _____ (month/day/year) to: _____ (month/day/year)

Name of organization: _____

Type of workplace: _____

Owner/Manager: _____

Workplace Address: _____

Phone: _____ E-mail: _____ Internet Address: _____

- Do you recommend the workplace for student placements? ❑ yes ❑ no

  If no, why not? _____

  _____

- Is the workplace willing to accept students for future workplace experiences?

  ❑ yes ❑ no

- Rate the site according to its potential for the following student activities:

| Activity | Excellent | Possible | Unlikely | Not Suitable (please comment) |
|---|---|---|---|---|
| Structured field trip | _____ | _____ | _____ | _____ |
| Job shadow | _____ | _____ | _____ | _____ |
| Classroom/school speaker | _____ | _____ | _____ | _____ |
| Internship | _____ | _____ | _____ | _____ |
| Source of materials | _____ | _____ | _____ | _____ |

- List the names and departments of potential contacts for student placement:

| Name | Department |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |